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ABSTRACT

This bibliography consists of annotations of selected journal articles, magazine articles, books, and unpublished doctoral dissertations pertinent to the topic of educational leadership. The selections encompass a time frame ranging from 1981 to 1985. "Education Index" and "Psychological Abstracts" were the primary sources for journal and magazine articles; "Choice," "Books in Print," and the Valdosta State College Library's Com-catalogue were the basic source for books; "Comprehensive Dissertation Index" was the sole source for unpublished doctoral dissertations. The search, which intentionally excluded ERIC materials and computer data banks, was conducted manually using the descriptors "leaders" and "leadership" to guide the research efforts. (TE)

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EDUCATIONAL LEADERSHIP

A SELECTIVE ANNOTATED BIBLIOGRAPHY
1981-1985

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Prepared for
Dr. Malcolm F. Rainey
EAS 900

Department of Educational Administration
and Supervision

Valdosta State College
Georgia State University

Fall Quarter, 1985

EA 018 241

FOREWARD

After reading Chapman's translation of Homer, the English poet John Keats exclaimed, "Much have I traveled in the realms of gold." The contributors to this annotated bibliography do not predict such a passionate reaction from those who journey through its pages. Although this class of students scoured the landscape of educational leadership with the fervent zeal of gold-craze prospectors, they did not unearth the mother lode. Readers of this collection can, with reasonable certainty, anticipate finding an occasional gold nugget or perhaps an intermittent sprinkle of gold dust; however, this assemblage, golden as it may be, represents only a selective gleaning of the literature.

Essentially, this bibliography consists of annotations of selected journal articles, magazine articles, books, and unpublished doctoral dissertations relevant to the topic of educational leadership. The selections encompass a time frame ranging from 1981 to the present (1985). Education Index and Physchological Abstracts were the primary sources for journal and magazine articles; Choice, Books in Print, and the Valdosta State College Library's Com-catalog were the basic sources for books; Comprehensive Dissertation Index was the sole source for unpublished doctoral dissertations. The search, which intentionally excluded ERIC materials and computer data banks, was conducted manually using the descriptors "leaders" and "leadership" to guide the reseach efforts.

This compendium makes no pretensions toward being exhaustive or definitive; instead, it reflects the best efforts of this class to extract the best material available within the given research parameters. Even though this work may lack the aestetic value of Homer's writing, the class trusts that it will have pragmatic value for those who would be educational leaders.

Twenty doctoral students comprising the fourth Georgia State University/Valdosta State College joint doctoral class conducted the search from initial organizational conceptualization through compilation and dissemination. The students were as follows: James Adjei, Bobby Andress, Nelda Ballagh, Larry Barber, Patricia Barnes, Thomas Burton, Albert Gibbs, Rose-Marlene Gieske, Stephanie Holcombe, Bobby Jenkins, Randy Jones, Wilma Lott, Patricia Mills, Tommie Moore, John A. Ricks, III, Newman Sanchez, Carolyn Schweikert, Betty Scruggs, Don Spence, and Lowell A. Williamson.

We would like to express our sincere appreciation to Mrs. Judy Gillis for her assistance in the compilation of this document.

Abrell, R. (1983). Educational leadership: Key to encouraging creativity. *The Clearing House*, *57*, 103-106.

This author discusses the importance of creativity in schools and the general lack of it in schools today. He suggests several ways for an educational leader to become more creative and to encourage creativity on the part of staff memebers.

Albert, K. (Ed.). (1983). *The strategic management handbook*. New York: McGraw-Hill.

This book deals with a wide variety of aspects of strategy which emphasizes planning.

Allen, C., Pellicer, L., & Boardman, G. (1984). Model for administrator training , development uses both theory and practice. *NASSP Bulletin*, *68* (468), 14-19.

Effective principal training programs should reflect the relationships of theory, training, and practice. The authors present a Contingency Framework for Administrator Development (CFAD) which contains three dimensions: administrative task areas, administrative processes, and administrative traits. The model is a conceptual framework for planning and implementing a program to prepare future administrators.

Allison, M.H. (1982). The elementary school principal as the instructional leader: The efficacy of the delineative model of supervision. (Doctoral dissertation, The George Washington University, 1982). *Dissertation Abstracts International*, *42*, 4981 A.

Sixteen principals were trained to use the delineative model of supervision, which included observations, conferences and general supervisory practices. Results indicated that the model had a positive impact on the experimental group and that principals and teachers value the process of supervision.

Alty, Charles M., Gorman, Ronald H., & Baker, H. Kent. (1981). Effective educational leadership and resource utilization. *Educational Research Quarterly*, *5*, 5-13.

Explains the leadership requirements that are essential to problem solving for survival and renewal for colleges.

Ambrosie, F. (1983-84) Pac Man and Theory Z. *International Journal of Instructional Media*, *11*, 111-115.

The author affirms that educators, particularly administrators, have a tendency to jump on any theoretical or technoligical bandwagon that happens to roll by. He suggests that administrators use a rational approach to make decisions regarding new technology and new management systems.

American Association of School Administrators. (1984). *Principles of effective school district governance and administration*. Arlington, VI: Author

A joint committee of the American Associaion of School Administrators (AASB) and the National School Boards Association (NSBA) outlines seven basic principles that contribute to the important relationship between school administration and the school board.

Anthony, M. An inside view of shared leadership. *Educational Leadership*, 1981, *38* (6), 487-88.

Problem solving and decision making is seen as a partnership problem to be achieved by merging the roles of teacher and administrator. This partnership can lead to a more stable system as innovative ideas emerge.

Angell, G.W. (Ed.). (1981). *Faculty and teacher bargaining: the impact of unions on education*. Lexington, MA, Lexington Books.

The unionizing of professional educators in the US is a relatively recent phenomenon and its effect is not well understood or carefully documented,. In this compilation, various experts assess the genesis, impact, and future of collective bargaining at all levels of education.

Aquilla, F.D. (1983). Japanese management in schools: Boon or boondoggle? *The Clearing House*, *57*, 180-186.

The author analyzes the favorable application of Japanese management principles to American education. American educators need to review Japanese management practices to select those which are suitable for implementation. The challenge is to review, discuss, select, and implement ideas that are appropriate for a particular situation.

Areglado, R.J. An analysis of leader attitudes and behavior: a paradigm for improving leadership effectiveness. (Doctoral dissertation, University of Massachusetts, 1982). Dissertation Abstracts International, 43, 981 A.

Jung's theory of personality types was introduced to a sample of elementary principals to determine their typology of leadership style Situational Leaderhip Theory (SLT) was introduced and the Leadership Effectiveness and Adaptability Description (LEAD) tests were used to ascertain leadership style. Results indicated a moderate level of congruency between the leader's personality types and the perceptions of their subordinates.

Armes, N.R. (1983). For creative leaders: False starts, happy mistakes. Community and Junior College Journal, 54 (2), 22-25.

This article discusses the need for creativity in schools, a definition of creativity, some inhibitors of creativity, the leader's creativity, and the leader's strategies for encouraging creativity in others. This author concludes that creativity should be encouraged, but cannot be mandated because of its elusive qualities.

Ashour, A.S., & Johns, G. (1983). Leader Influence through operant principles: A theoretical and methodological framework. Human Relations, 36, 603-626.

Leader influence in terms of operant theory is analyzed. The relevant literature on learning and leadership is reviewed and a number of hypotheses are suggested.

Assadi, Reza. (1981). A cross-cultural study of selected leadership principles. (Doctoral dissertation, Western Michigan University, 1981). Dissertation Abstracts International, 42, 2378 A.

The intention of this study was to investigate whether leadership principles formulated by experts in the U.S. were applicable cross-culturally in extant leadership practice in other cultures.

Bailey, G.D. (1984). Faculty feedback for administrators: A means to improve leadership behavior. NASSP Bulletin, 68 (468), 5-9.

Faculty feedback instruments provide one means for administrators to assess their own performance, The author presents guidelines for developing an effective faculty feedback instrument. If administrators are to become leaders, they must practice what they expect of their subordinates.

Bates, R.C., & Shank, J.G. (1983). The Associate Principalship: A Better, more effective way to manage schools. NASSP Bulletin 67 (462), 111-114.

The authors contend that with clarificiation of administrative style, definition of responsibilities, and acceptance by other administrators, the associate principal is a more effective school leader, administrative team member, and community liaison than the usual assistant principal can be.

Barnard, J.S. (1983). A study of the relationship between leadership behavior of principals in the public schools in east Tennessee and job satisfaction of the teachers (Doctoral dissertation, The University of Tennessee, 1983) Dissertation Abstracts International, 44, 920 A.

This study examines two critical leadership behaviors of principals (consideration and initiation of structure) and which, if any, contribute to job satisfaction of teachers. Analysis of data from 580 teachers surveyed found a significant relationship to exist between the perceived leadership behaviors and teachers' job satisfaction.

Baugh, B.G. (1981). Identifying qualities of student leadership teacher/student perceptions (Doctoral dissertation, United States International University, 1981). Dissertation Abstracts International, 41, 4893 A.

Results suggest that there are some qualities that both teachers and students preceive to be important in selecting students for leadership positions. The findings also provide an indicator to three areas upon which programs designed to develop leadership might be based.

Bell, T.H. (1983, December). America can do it (Outstanding secondary schools). American Education, pp 4-9.

Bell talks about his project to identify and give recognition to unusally successful public secondary schools throughout the nation. He presents some shared characteristics of outstanding schools and identifies outstanding schools throughout the United States.

Bendelow, M. M. Perceptions of male and female dominant behavior in small group interactions. San Jose, Calif.: Paper presented at the annual meeting of the Western Speech Communication Association, 1981. (ERIC Document Reproduction Service No. Ed 199776).

A study was conducted to determine how males and females were preceived when using identical dominant behaviors. The subjects, 360 college students viewed one of six stimulus drawings of groups of four seated people and indicated their attributions of dominant behavior on 200 bipolar perceptual scales. Analyses were conducted to create and compare profiles of perceptions attributed to the dominant acting person in each condition stimulus. The conclusions included the finding that the disignation as leader in the group was crucial to those who sought to be influential, and that females needed the leadership designation to lessen the possibility of their behavior being seen as other that feminine or as extradominant.

Benezet, Louis., Tomlinson., Joseph., & Katz, Frances. (1981). Style and substance: leadership and the college presidency. Washington, D.C.: American Council on Education.

Central theme deals with leadership, its genesis, its application, its methodology, its style and its effectiveness. The authors use personal experiences and general implications of leadership.

Bennett, John B. (1983) Managing the academic department. New York: American Council on Education/Macmillan.

This book of case studies is a rich source of practical ideas and techniques for running today's academic department or division. This book covers a wide range of leadership styles and institutional settings.

Bennis, W. (1983). Effective leadership: exception not a rule. *U.S. News and World Report*. *94*, 64

The author describes some characteristics of leadership based on a study of ninety top executives in the public and private sectors. Even though there was pluralish and diversity among those studied, he found they had very much in common. These are the concerns addressed in this article.

Bennis, W. (1984). The 4 competencies of leadership. *Training and Development Journal*. *38*, 14-19.

This article stresses four criteria for effective leadership which involve management of (1) attention (through commitment to a vision), (2) meaning (communication of a vision), (3) thrust, and (4) self. The article also indicates the effects of leadership-empowerment-as being people feel significant, learning and competence matter, and there is a sense of community.

Bevoise, W.D. (1984). Synthesis of research on the principal as instructional leader. *Educational Leadership*, *41*(5), 14-20.

The author reviews the literature on the principal's role as an educational leader. He concludes that instructional leaderhsip must be a shared role, even though principals should initiate, encourage, and facilitate improvements to a practical optimum.

Bhella, Surjet K. Principal's leadership style: Does it affect teacher morale? *Education*, Summer, 1982 102, 369-76.

Teacher morale is a perennial problem for administrators. Research indicates that there is a clear relationship between teacher morale and pupil achievement. The purpose of this study was to examine the leadership behavior of the high school principals (administrator/leader) as perceived by their staffs in terms of their principal's concern for production and concern for people dimension. The Principal Leadership Style Questionaire (PLSQ) and The Perdue Teacher Opinionaire were used. Findings and general conclusions are: Educational administrators seem to have above average skills in the eyes of their faculty in promoting both goal achievement and member satisfaction. Rapport with principal is positively related to both people and production dimensions of administrative behavior. Satisfaction with teaching is not related to either dimmension of administrative behavior. Women teachers are more satisfied with their status as teachers than are male teachers. Teachers who are older than average in age enjoy their status as teachers.

Birashk-Schnackel, Mahsid. Influence of a critical incident techniques workshop on perceptions of group leadership behavior. (Doctorial dissertation University of Illinois at Urbana, 1982). Dissertation Abstracts International, 43/03A, 724. (University Microfilms No. DE 082-18430).

Appropriate training of group psychotherapists is an important issue in education and in the applied behavorial sciences. The purpose of this study was to investigate whether a single simulation experience (in a two hour session) would have an effect on the participants perception of their role as group leaders; to examine some personal characteristics attributed to the possible change; and to determine whether the training workshop had any lasting effects as measured by a follow-up test. Two of the significant findings were that the workshop had an effect on the participants perception of their role as group leaders and the follow- up treatment showed lasting effects in one of the four categories of leadership style.

Blackburn H. (1984). How to locate leadership: Put down your buckets! NASSP Bulletin, 68 (472), 140-142.

The author uses the eight principles delineated by Peters and Waterman in In Search of Excellence, to construct a model of school leadership that would reflect a "shared and reciprocated" management. He posits that the pyramidal, top-down structure of organizational authority will become less efficient, and calls for leaders to begin now to use the resources and leadership currently present to create excellent schools.

Blake, R.R., Mouton, J.S., & Williams, M.S. (1981). The Academic Administrator Grid Washington: Jossey-Bass.

The authors attempt to explain administrative leadership by using a grid approach which consists of two elements--concern for institutional performance and concern for people. Their assertions derive from the behavioral science principles of effective human interaction: relationships based on thrust and respect, confronting conflict to establish collaborative problem solving, encouraging open and candid conversation, using critiques as the basis of personal learning, and promoting shared participation that leads to decisions based on understanding and agreement. The grid describes administrative behavior in relation to a 9-point scale denoting task and people. Key points on the grid are (1,1)-caretaker, (1-9)-comfortable, (5-5) balanced, (9-9)-team, and (9-1) authoritative. The authors believe that the ideal leadership style is (9-9)-and interdependent accomplishment of an organizations mission.

Bleecher, H. (1983). System theory effects on practices in education. Education, 104 (1), 67-71.

The author proposes that systems theory is an appropriate explanation for the complexities of modern organizations. He also suggests that school personnel will not respond favorably to rational systems models, such as PPBS, because of a perceived threat to their professionalism. Rational systems processes would tend to place too much control in the hands of program administrators.

Blome, A.C., & James, M.E. (1985, May). The principal as instructional leader: An evolving role. NASSP Bulletin, pp. 8-54.

The present era of school reform has made the concept of positive school leadership more important states these authors. They warn also that it will be the individual principal who determines his or her role in the years to come.

Bobbitt,H.R., & Behling, O.C. (1981). Organizational behavior: A review of the literature. *Journal of High Education*, *52*, 29-44.

The literature of organizational behavior does not provide any laws of administration. The research does provide one universal finding: the behavior of an administrator is a determinent of organizational performance.

Bobner, Ronald Frank. Situation favorableness as a variable of leadership effectiveness in selected secondary schools in Ohio. (Doctorial dissentation, The University of Akron, 1982). *Dissertation abstracts International*, *43*/01A, 26. (University Microfilms NO. DE 082-13715.)

This investigation attempted to explore the usefulness of Fiedler's Contingency theory as a guide to the study of principal leadership in public secondary schools in Ohio. some support for Fiedler's Contigency theory was found.

Bondi, Edith. 1982. Two heads are better than one: Peer tutoring makes the difference. *Adademic Therapy*, *17*(4), 401-405

By teaching another student, the child reinforces his/her own learning as well. Peer tutoring will foster communication development; and with the help of an understanding teacher, all children can be tutors and learners.

Bosson, W. (1984). Is the emerging principal a leader or a manager? *Thrust*, *13*(5), 38.

The tasks of managing the school, currently occupying 85% of the average principals' time, should be delegated to a school manager. Principals should provide leadership to teachers, students, and parents.

Bouchour, Abdelghani B. (1981). The effect of elected and appointed leaders on the performance of task and relationship oriented interacting groups. *Dissentation Abstracts International, 42,* 4658A. (University Microfilms No. 8205521, 119).

Bowman, Joanne S. (1981). Women in educational administration as role models: Toward emperical understanding. *Dissertation Abstracts International*, *42*, 4658A (University Microfilms No. 82097799).

This study examined the degreee to which a male or female administrator in an elementary school was related to perceptions help by female teachers regarding role and self concepts. The back of a significant difference indicates that the sex of an administrator did not influence role concepts and self concepts of female teachers.

Boyd, W.L. (1983). Rethinking educatioanal policy and management: Policial science and educational administration in the 1980's. *American Journal of Education*, *92*, 1-29.

Administrators in the 1980's face four types of decline: declining enrollments, declining economics, declining public confidence, and declining legitimacy of authority. A goal-directed approach to management can turn the current crisis into an opportunity to improve and renew public schooling.

Boyer, John Elwood. Leadership and motivation: A study of the relationship between leadership style and the perceived need satisfactions of administrative subordinaters (Doctoral dissertation, The University of Akron, 1982). *Dissertation Abstracts International*, 43/03 A, 599. (University Microfilms No. DE 082-16613).

The purpose of this study was to examine within the context of an educational setting two interelated constructs which influence organization effectiveness ....leadership and motivation. Halpins, (1957) LBDQ, Porter's (1961) MPQ-Management Position Questionnaire and Maslow's, (1943) Theory of satisfaction were utilized. The major conclusions of this study were that the most effective leadership style for promoting subordinate motivation is one which is high in the dimension of consideration and high in the dimension of initiation structure.

Bozarth, J.D., and Emener, W.G. (1981). A person-centered approach to administration and supervision in rehabilitation. *Rehabilitation Counseling Bulletin*, *24*, 299-303.

Results of a person centered approach within administration and supervision in rehabilitation are discussed. Examples from education and practice along with some of the barriers in the development of the approach are noted.

Branscrum, J.D., Butler, C.E. & Davis, B. (1983). Competencies of Rural Oklahoma School Principals. *High School Journal*, *66* (6), 141-148.

Rural education will be improved only to the extent that rural school administration is understood and improved say the authors. It is their belief that the key to improvement of the latter is a far broader research base concerning the rural secondary school principalship than currently exists.

Brechtel, Berenzher J., Wright, Frank, & Brechtel, Rebecca U. Leaders in high schools? *Community and Junior College Journal*, April, 1982, 52, 29-30.

In light of the historical community-based mission of the community college, and in view of the recent crisis in leadership, Delgado Community College, West Bank Campus, New Orleans, Lousiania, decided to explore a leadership training program for high school students. The objectives of the seminar were: To identify individual leadership styles, to relate leadership style to current role of student leaders, to improve working relationships among student leaders, advisors, and school administrators, to develop team building skills, and to plan and organize school activities. The training team was composed of members of the college's administrative staff and one outside consultant. There appears enough evidence to indicate that America has reached a point in history where the leaderhsip in both education and in statesmanship has become static.

Bradford, D.L. & Cohen, A.R. (1984). *Managing for excellence: The guide to developing high performance in comtemporary organizations*. New York: John Wiley & Sons.

Brimm, J.L. (1983). What stresses school administrators. *Theory into practice*, *22*(1), 64-69.

This article explores the sources of stress experienced by schoool administrators: role conflict, inadequate compensation, interpersonal conflicts, and increased responsibility. Even though stress is inevitable, administrators can cope with it through active recognition and management.

Brown, Bobbie J. (1981). The perceptions of selected elementary principals and teachers regarding the actual and desired instruction leadership practices of elementary principals in the state of Texas. *Dissertation Abstracts International*, *42*, 4659A. (University Microfilms No. 82-07, 863).

This study examines actual and desired instructional leadership practices and the allocation of time spent in instructional leadership. This study concluded that teachers reported principal spending more time on instructional tasks than principal perceived. Principal and teachers agreed on the allocation of time principals spend in instructional leadership. Teachers feel principals should place higher priority on management rather than instructional leadership in school.

Bryant, D.D. (1983). A comparison of the leadership behavior style, leadership style range and leadership effectiveness of female administrators and teachers in vocational education (Doctoral dissertation, Rutgers University, The State University of New Jersey, 1983). *Dissertation Abstracts International*, *44*, 737 A.

This study compared the demographic characteristics and leadership behaviors of female vocational education administrators with those of female vocational education teachers, to determine the teachers' potential and aspirations for assuming leadership positions within vocational education.

The major findings were: (1) No differences in the frequency of use of the four leadership behavior styles; (2) There was a difference in their use of style range.

Budoff, M., Orenstein, A. & Kervick, C. (1982). Due process in special education: on going to a hearing. Cambridge, MA.: Ware Press.

The authors provide a detailed and well-organized account of the nature of due process. Included are the views of school administrators who have participated in due process hearings and an evaluation of the appeals system with suggestions for improvement.

Bull, B.L. (1984). Liberty and the new localism: Toward an evaluation of the trade-off between educational equity and local control of schools. Educational Theory, 34, 75-94.

The author analyzes the effects of the upsurgence of demand for more local control of schools. School leaders should not allow ideas of participatory liberty to dilute the educational substance of the school situation. Educational decisions should be made by educational leaders, not delegated to local citizens. Local control should not destroy educational equity.

Bunting, C. (1982). Leadership style and the instructional role of the principal. Psychology in the Schools, 19, 570-572.

This article presented research on the instructional role of the principal as it relates to theoretically and empirically behavior linked to the principalship. A weak coorelation, was found to suggest a relationship between the mode of leadership of a principal and educational values assumed by his teachers.

Burke, J.S. (1982). Leadership styles of school principals as predictors of organizational climate and teacher job satisfaction. Dissertation Abstracts International, 43, 3762A. (University Microfilms No. 83-09365,114).

This study investigated the relationship between the principal's leadership style and the teachers' perceptions of organizational climate and job satisfaction in the Shawnee Mission School District. This study's findings could not support a relationship between leadership style and climate, leadership and satisfaction, and leadership and demographic data.

Burks, A.T. (1982). Leader behaviors of a academic deans in Maryland, North Carolina, and Virginia community colleges as perceived by department and divisions heads. *Dissertation Abstracts International*, *43*, 3792A

Two aspects of leader behaviors were examined in this study. They were to determine (1) department and division heads perception of ideal leader behaviors for an academic dean, and (2) their perceptions of the real leader behaviors exhibited by their academic deans. Findings supported an integrated leadership style.

Burnham, L.B. (1983). A study of leadership competencies found to relate to successful developmental education programs. *Dissertation Abstracts International*, *44*, 923A

Purpose of this study was to determine behavioral competencies of presidents or deans of instruction as those competencies related to successful developmental education programs in selected Texas community colleges.

Burns, J.M. Power and politics. *Society*, 1981, *18* (4), 5-9.

The power of leaders is defined in part in terms of the power of the followers. Leaders exert energy to mobilize and transform followers who in turn transform followers who in turn transform leaders. Resources and motives are dominate essentials of power.

Calloway-Thomas, C. & Smith, R.G. (1981). Images of leadership. Black vs white. *The Southern Speech Communication Journal*, *46*, 263-277.

This study is a descriptive analysis of differnces in the exceptions of the messages of sets of six emiment black and six white political leaders. It documents those differences as preceived by junior and senior level college students.

Cameron, K.S. (1981). Domains of organizational effectiveness in colleges and universities. *Acadmey of Management Journal*, *24*, 25-47.

Four major domains of organizational effectiveness in colleges and universities are identified- academic, morale, external adaptation, and extracurricular domains. Four types of institutions are found that differ significantly in the domains of effectiveness in which they excell. Among the major institutional characteratics that predict domain effectiveness are type of academic program offered, institutional affluence, and institutional stability.

Campbell, R.F. (1981). The professor in educational administration-A personal view. Educational Administration Quarterly, 17 (1), 1-24.

This article reflects the conviction that the professor of educational administration should be a link between the scholarly disciplines and the field of practice. The article urges professioanl educational administrators to orient their reseearch and teaching to the problems of practice.

Carlan, C.R. & Hancock, M. (1983). SB 341: What does it mean for counselors? Texas Personnel and Guidance Association Journal, 11(1), 5-11.

The passage of Texas legislation, SB 341, mandates that counselors employed on fixed term contracts will be evaluated annually. The authors present a functional model for leadership, interaction, and communication, and a discussion of a counselor evaluation instrument that had been developed to use in the evaluation as mandated by this law.

Carlson, J.B. Le prelude! (1980 Leadership-Management Seminar, Baylor University, Waco, Texas). Delta Kappa Gamma Bulletin, Winter, 1981, 12-16.

Summarizes the three main topics covered during the seminar: personal effectiveness, communication techniques, and leadership-management skills.

Carmichael, L. (1982). Leaders as learners: A possible dream. Educational Leadership, 40 (1), 58-59.

This article presents a development of the Principals' Center as a center to focus on improving professional skills attitudes, and expertise among principals. The center is run by principals for principals independent of local school systems.

Carter, C. A. (1982). Relationships among teachers' perceptions of site administrators' leadership style, school climate, and teachers' satisfaction with the contract (Doctoral Dissertation, University of South Carolina, 1982). Dissertation Abstracts International, 43, 3163A.

This study investigated the interrelationships among teachers' perceptions of site level administrators' leadership style, school climate, and teachers' expressed levels of satisfaction or dissatisfaction with the terms of the negotiated work contract. The study concluded that leadership style that is perceived as considerate and school climate allowing for input are related, as are contract satisfaction with work conditions and school climate. Relationships exist among the factors of leadership style, school climate. Relationships exist among the factors of leadership style, school climate, and contract satisfaction.

Casey, Josephine C. (1982). The actual and ideal role of the assistant principal for supervision as perceived by the principals and assistant principals for supervision in the day high schools in New York City. Dissertation Abstracts International, 4, 27A (University Microfilms No 8219405,139).

This study sought to determine whether a significant difference existed between the role expectations (administrative vs. supervisory) of assistant principals and to what extent the expectations related to job satisfaction. Principals and assistants agreed in their expectation for roles and no relationship to job satisfaction was found.

Catlin, M.W. (1982). The relationship of principal's leadership style and teacher's professional zone of acceptance in selected public schools of Alabama. Dissertation Abstracts International, 44, 334A (University Microfilms No. 83-14021,131.

This study investigated the relationship between teachers' perceptions of their principals' leadership behavior and their own probable Professional Zone of Acceptance. Findings of the study indicated that principals who exhibit strength in both Intiating Structure and Consideration supervise teachers with the widest Professional Zone of Acceptance; principals who exhibit weaknesses in both Initiating Structure and Consideration supervise teachers with the narrowest Professioanl Zone of Acceptance; Initiating Structure is more strongly related to teachers' Professional Zone of Acceptance than Consideration; and the width of teachers' Professional Zone of Acceptance does not differ significantly in elementary, middle, or secondary schools.

Cavanaugh, D.P. & Yoder, C.L. (1984). Team management + merit pay = effective leadership: From theory to practical application. *NASSP Bulletin*, *68*(469), 93-99.

Team management, as it applies to educational institutions, is not a passing fad; it is a viable long-range alternative to autocratic models of organization. The author describes the team management model of the Deer Park, Illinois Community Schools. The key to successful team management is input-involvement founded on trust.

Cawetlti, G. (1984). Behavior patterns of effective principals. *Educational Leadership*, *41* (5),3.

Schools are rarely effectve unless the principal provides good leadership. What the principal believes in and will fight for ultimately determines what the school will become. Leaders must be optimistic that change is possible.

Chamber, J. (1983). *The achievement of education: An examination of key concepts in education practice.* New York: Harper & Row.

Key concepts in educational practice have been analyzed. This analysis should be valuable to teachers administrators and the general public as emphasis is placed on the practical dimensions of educational theory.

Chandler, H.N. & Utz, V.R. (1981). Special education and the education administrator: An uneasy alliance. *Journal of learning Disabilities*, *15*(1), 54-56.

Discusses eight major problems. Indicates that the administrator has even greater educational responsibilities, but less authority to carry out those duties.

Chapman, P. (1983). The relationship betwen the teacher's perception of the principals's leadership behavior with the teacher's perceived level of occuptational stress (Doctoral dissertation, United States International University, 1983). *Dissertation Abstracts International*, *44*, 924A.

A correlational study was conducted on data collected from 114 elementary and intermediate school teachers to determine if a significant relationship exists between teacher's perceived levels of occupational stress and their perception of their principals' leadership behavior. Results indicated a significant inverse relationship between the three leadership dimensions and the stress factor Administrative Support; between Consideration and Task Oveload; and between Integration and Relationships with overloaded teachers.

Chavis, Kanawha Zeblon, (1981). A study to determine the extent to which the leadership developemnt program as a non-formal educational model served to enhance educational equity as perceived by leadership developement program fellows. (Doctoral dissertation, University of Masachusetts, 1981). *Disserational Abstracts International*, *41*, 4900A.

The purpose of this dissertation is to determine the extent to which the leadership development programs, as a nonformal education model, serve to enhance education equity as perceived by former fellows in the program.

Childs, J. & McCoy, J. (1985). Modest programs give our school a big boost. *American School Board Journal*, *172*, (10),40

Sixteen recommendations for boosting performance without really spending money.

Clark, C.R. (1983). A study of leadership styles of participating and non-participating principals who completed the clinical supervision training in K-6 elementary schools in the districts of columbia (Doctoral dissertation, The George Washington University, 1983). Dissertation Abstracts International, 44, 622A.

This study examined the effect of a clinical supervision training program on elementary school principals and determined that there was a significant difference in participant's scores relative to consideration and structure dimensions.

Clark, G.E. (1983). Leadership and leader effectiveness in small group discussions of moral dilemmas. Dissertation Abstracts International, 44, 1049A.

The purpose of this study was to examine the influence and effectiveness of group leaders in those education strategies which incorporate group discussions. Analyses of results revealed that the informational trait of the leaders in the study was significantly related to their being chosen leader. Support was found for the hypotheses presented in the study.

Clark, Newton Arthur, Jr. (1981). Educational leadership: A filed list of Hersey and Blanchard's Situational Leadership Theory. (Doctoral dissertation, University of Massachusetts, 1981). Dissertation Abstracts International, 41, 4900A.

The purpose of this study was to examine leadership in an entire school district and test the validity of Hersey and Balnchard's Situational leadership Theory.

Clarke, R., Gerrity, T. (1984). The role of the principal as supervisor. Education, 104, 275-277.

The principal should participate in determining his job description in an effective school. When a meaningful description is lacking, a cooperative approach is recommended. This approach should involve the principal and the superintendent with the results producing mutually agreed-upon documents containing tasks, priority rankings, and strategies.

Clauset, K.H. & Gaynor, A.K. (1982). A systems perspective on effective schools. *Educational Administration*, *40* (3), 54-59.

This article presents a dynamic systems theory of schooling. This system theory is designed to be a transitional model from ineffective to effective schools. The theory is based on success will breed success.

Coleman, P. (1984, August). *Elementary school self-improvement through social climate enhancement. Final report*. Burnaby, B.C. Simon Fraser University, Faculty of Education. (ERIC document Reproduction Service No. Ed 251 961).

This study focussed on process measures to identify the major components of elementary school climate and to test the effectiveness of an intevention emphasizing the work of the principal.

Comer, H. (1982). A delphi study of the critical tasks for the elementary school principalship: Present and future. *Dissertation Abstracts International*, *43*, 3163 A.

This study made use of the Delphi Method in order to identify the critical task associated with the elementary school principalship. Results indicated that the two groups included in the study, principals and professors, do not generally agree on the same set of critical tasks within the administrative operation.

Cook, D. (1984). Shaping the principal's role as change agent. *Thrust*, *13*(5), 11-13.

To assure institutional change, leaders must do more than issue proclamations of improvement; they must form a developmental strategy that yields tangible results. The Madeline Hunter Model of Clinical Supervision offers school leaders a powerful tool for implementing positive changes and providing purposeful leadership.

Corbett, D. H. (1982). Principals' contributions to maintaining change. *Phi Delta Kappan*, *64*, 190-192.

The primary source for change in the shcool is the principal. For this change to be a continuous new practice, the principal must provide a program of incentives. The principal need not be the only source of incentives. By creating more opportunities for joint planning and shared classroom responsibilites, the principal can make teachers a greater potential source of incentives for one another.

Corrigan, D.C. (1981). Creating the conditions for professional practice: Education's unfinished agenda. *Journal of Teacher Education*, *32* (2), 26-32.

It is critical that we concentrate on new directions in teacher education with equally innovative directions in school renewal. Teachers must learn the latest in knowledge and skill and they must be able to apply this in todays work settings.

Costa, A. & Garmston, R. (1984). Supervision for Intelligent Teaching. *Educational Leadership*. *42*, 70-81.

During the past decade, a great deal of educational reserach and staff developement effort has been denoted to identifying the behavior of teaching.

Crandall, D.P. (1984, September). *School improvement: What the research says.* (Report No. AEL-OP-015). Charleston, WV: Appalachia Educational Lab (ERIC Document Reproduction Service No. ED 251-969).

This paper lists and "debunks" 10 myths about school improvement.

Cuban, L. (1985, September). Conflict and leadership in the superintendency. *Phi Delta Kappan*, pp 28-30.

To be a true leader in the superintendency position, an individual must play three roles: politician, manager, and teacher.

Culbertson, J.A. (1983). Leadership horizons in education. *Educational Administration Quarterly*, *19*, 273-296.

The emergence of the information society as a product of the micro-electronic revolution and implications for education in general, and for the leaders of schools, in particular are examined. The special challenges of purpose setting, program adaptation, and effective use of the new electronic media are discussed.

Cummings, O.W., & Nall, R.L. (1983, March). Relationships of leadership style and burnout to counselor's perceptions of their jobs, themselves, and their clients. *Counselor Education and Supervision*, pp. 227-234.

This article reports the research findings of the authors' investigation of the relationships between counselors' felt degrees of burnout and their perceptions of their schools' leadership styles, themselves, their jobs, and their clients. This research used the school leadership inventory measurement tool. These researchers found that leadership styles in schools were related to counselors' perceptions of themselves and their jobs, but not to their views of their clients or their own potencies.

Cunningham, L.L. (1985, September). Leaders and leadership: 1985 and beyond. *Phi Delta Kappan*, pp. 17-20.

The author suggests a list of skills for leaders of the future - focusing on the present and the future simultaneously and bridging the gaps between different interest groups - to name just two. The article recommends we create our own leaders and also involve everyone in the leadership process.

Cuthbertson, Patricia J. (1982). The effects of contingency variable on leadership style. *Dissertation Abstracts International*, *43*, 1361A-1362A. (University Microfilms No. 82-17,844).

This study examines the effects technological and motivational factors on leadership style in an educational organization and to determine whether leadership style varies according to the degree of subunit centralization. The study tested Halal's general theory of leadership. The results confirmed Halal's proposition that leadership, technology, and motivation tend to be congruent.

Dandy, E.B. (1982). Principal's leadership role in effective reading programs of high-achieving elementary schools in South Carolina. *Dissertation Abstracts International*, *43*, 2295A. (University Microfilms No.82-28502,166).

This study investigated the functions and activities which principals of high-achieving elementary schools emphasized in order to provide leadership for their school's reading programs. An activity was "emphasized" if at least 90% of the principals indicated that they used it and if it was rated important by the principals who used it. The findings of the study revealed four factors which distinguished high-achieving schools from low-achieving schools: (1) high level of educational training for principals, (2) larger school enrollment, (3) a full-time librarian as opposed to a parttime librarian, and (4) a greater number of parent volunteers.

Daniel, G.H. (1985). When "legalism" gains a foothold in schools, leadership takes a hike. *The American School Board Journal*, 172(10), 28-29.

Excessive attention to legal matters hems in leadership and dooms schools to mediocrity.

Daugherty, R. (1984). Those who should not teach. *Thrust*, *13*(4), 13-14.

School administrators should be careful to adhere to legalistic principles when dismissing personnel. Every effort should be made to dismiss unsatisfactory personnel, but the dismissal process should be as humane as possible.

Davis, B. (1985). Accountability: Whose? *Delta Kappa Gamma Bulletin*. *53*(3), 21-21.

This article explores briefly the concept of accountability: primarily who owns the responsibility for accountability: and how this responsibility might be fulfilled. The author contends the stage is set through the tone of leadership within the school.

Davis, D.J. (1985). Schooling for now and the future. *Comtemporary Education*, *56*, 202-205.

The author indicates that current criticism of education do little more than suggest tinkering with the status quo. What is need is a comprehensive reassessment of our own basic notions about the role of education in this country.

Davis, Thomas Larry. Personality type, leadership style and leadership training: a study of secondary school principals. (Doctoral Dissertation, Auburn University, 1981). Dissertation Abstracts International, 42, 31A.

Surveyed 126 secondary principals in Alabama to see if leadership training programs are useful.

DeBauche, Gary John. Work as central life interest and leadership effectiveness of superintendants. (Doctoral dissertation, Ball State University, 1981). Dissertation Abstracts International, 42, 1394A.

Determines the extent to which selected Indiana superintendants of schools view work as central life interest and to compare leadership behaviors of superintendants identified as having high interest in work and superintendants with low interest as perceived by subordinate administrators.

Delbecq, A.L., & Mills, P.K. (1985). Managerial practices that enhance innovation. Organizational Dynamics, 24-34.

A presentation of practical processes that managers can use to successfully innovate.

DeLuca, N. (1983). Meetings: With effective leadership, they can work. National Association of Secondary School Principals, 67, 114-117.

Nine basic purposes or functions that meetings as important organizatinal tools can fulfill are discussed, and the successful techniques for planning and running meetings as identified by behavioral science research.

DeLunas, E.E. (1983). Temperament, personality, and managerial effectiveness: Keirsey-Meyers leadership styles. (Doctoral dissertation, United States International University, 1983). Dissertation Abstracts International, 44, 1027A.

This study examines the effectiveness of the Keirsey-Meyers Model as a predictor of managerial on-the-job behavior, and implications for reducing managerial failure in organizations, by providing a means for matching a manager to those jobs which most utilize her/his strengths.

Devault, J.A. (1981). A study of the relationships between principal leadership styles and teacher morale in the secondary schools of Virginia. *Dissertation Abstracts International*, *43*, 3165A. (University Microfilms No., 82-28662,245).

This study investigated whether a statisically significant relationship between the teachers' perceived leadership styles of their principals and teachers morale existed in the Virginia secondary schools. The major finding of the study showed that there was a statisically significant relationship between perceived leadership style of the principal and the teachers' morale.

Dewar, R.D., & Simet, D.P. (1981). A level specific prediction of span of control examining the effects of size, technology, and specialization. *Adademy of Management Journal*, *24*, 5-24.

This paper develops and tests a model which states in level specific fashion the effects that size, routineness, and the number of different specialists have on the span of control. The latter was found to decrease spans at lower and middle levels and increase them at upper levels. Size had a positive effect at middle levels.

Diehn, D.A. (1982). Correlation of leadership effectiveness of state directors of vocational education: Congruency between director's leadership style and head state supervisors' task-relevant ability. *Dissertation Abstracts International*, *43*, 2770A.

This study was an investigation of the adequacy of Hersey and Blanchard's Situation Leadership Theory with respect to selected state-level vocational education administrators.

Dignan, P.J. (1982). The pygmalion principal: Are effective elementay principals born or made. *Dissertation Abstracts International*. *43*, 3165A.

An extensive review of the literature supports that school effectiveness in terms of academic achievement has the principal as the key variable. This study attempted to answer three questions. Are elementary principals (1) able to describe characteristics of effective schools, (2) aware of specific behaviors of principals considered to be effective, and (3) able to cite and rank methods by which principals acquire levels of effectiveness?

Dixon, Albert E. (1981). The relationship of elementary principal leadership performance to reading achievemnent of students in two counties in California. *Dissertation Abstracts International*, *43*, 1764A. (University Microfilm No 82-15, 491).

The intent of this study was to examine the relationship between principal leadership behaviors and student reading achievement. The study concludes that a consistent trend of internal congruency between principal and teacher will produce higher reading scores. The leadership variable control had the largest relationship to reading achievement. Decision making and communciation had a strong relationship to reading achievement.

Dobbins, G.H. (1985). Effects of gender on leaders' responses to poor performers: An attributional interpretation. *Adademy of Management Journal*, *28*, 587-598.

This study investigated the effects of leader gender and subordinate gender on the manner in which leaders respond to poor performance. The gender of the leader exerted a major influence on corrective action.

Doob, L.W. (1983). *Personality, power and authority: A view from the behavioral sciences*. Westport, CT: Greenwood.

This book discusses the nature of how and to whom power and authority are distributed in our society. The major concepts covered in this book are presented below. Power and authority are concepts we live with day to day. Who has the right to make crucial decisions for the vast majority? The competency of each authority must be judged. The distribution of power and authority is a perennial problem in any society. At some point in time or for some members of an organization, the critical problem to be solved is to uncover the best, most just way to curb power. Justice is the most important problem that should concern people as they select to whom authority and power shall be distributed.

Dostal, N.M. But to act...(1980 Delta Kappa Gamma Leadership-Management Seminar). Delta Kappa Gamma Bulletin. Winter, 1981, 6-11.

Highlights the 1980 Delta Kappa Gamma leadership-Management Seminar held in Waco, Texas, at Baylor University.

Doster, P.E.G. (1982). Leadership style, problem-solving interaction and intrafaculty conflict in selected rural high schools in Georgia. Dissertation Abstracts International, 43, 2177A. (University Microfilms No. 82-28681,197).

This study sought to determine the relationships among teacher satisfaction with principals's leaderhsip style, teacher satisfaction with principal's problem-solving interaction techniques, and the perceived degree of intrafaculty conflict in selected rural high schools of Georgia. Findings of the study in rural high schools of Georgia included (1) teachers' satisfaction with principals's leadership style and teachers' satisfaction with principals's problem solving-interaction techniques appear to coexist, (2) the perceived degree of intrafaculty conflict appears to be high when teachers' satisfaction is low with both the principal's leadership style and problem-solving interaction techniques, (3) intrafaculty conflict appears to be a function of both the principal's leaderhsip style and his problem-solving interaction techniques, and (4) because of the close correlation between principal's leadership style and principal's problem solving interaction techniques, it may be possible to predict the existence of intrafaculty conflict using either or both of these variables.

Douglas, L.D. (1982). A comparison of life experiences and leader behaviors between male and female superintendents (Doctoral dissertation, Seattle University, 1982). *Dissertation Abstracts International*, *43*, 602 A.

This study used the Personal Profile and the Leader Effectiveness and Adaptability Description to obtain background and career path information and to rate their leadership adaptability. The study did not identify any differences in specific leader behaviors between male and female superintendents. Differences in background and career paths were noted.

Dow, I.I. (1983). The effect of school management patterns on organizational effectiveness. *Alberta Journal of Educational Research*, *29*(1), 31-45.

The theoretical model of Rensis Likert was used to study school interaction, specifically the realationship among management patterns, group performance, and organizational effectiveness. Results suggest that leadership in the school has an effect on organizational effectiveness and that implementation of a "system four" management pattern could lead to an improved environment for students.

Doyle, D.P. & Levine, M. (1985). Business and the public schools: Observations on the policy statement of the committee for economic development. *Phi Delta Kappan*, *67*, 113-118.

Good schools are essential. The CED points out some remarkable recommendations.

Doyle, K. (1983). *Evaluating teaching*. Lexington, Mass.: D.C. Heath.

This publication pulls together the authors' and several others' work in the research and evaluation of teaching. Included is a blend of research and evaluation concepts and practices with the rationale necessary to defend a position on the evaluation of staff.

Dreilinger, Craig, McElheny, Richard, and Robinson, Dan & Bruce. (1982). The promise of leadership-style training: An outdated myth? *Training and Development Journal* *36*(8), 69-71. (From Psychological Abstracts, 1982, 68, Abstract II 13815).

This assessment suggests that the concern with leadership styles has taken on an emphasis that ignores or deemphasizes other areas that should be of more concern and that this emphasis is placed on misleading or erroneous data. Training managers to use appropriate leadership styles is not the cure for an individual manaager's or organization's problems. This is the results of a comprehensive organizational managerial & technical/professional assessment conducted by the U.S. Commercial Service in 1981.

Dressel, Paul. L. (1981). Administrative leadership: effective and responsive decision-making in higher education. San Francisco: Jossey-Bass.

A succint presentation on higher education administration.

Duck, L., (1981). Teaching with Charisma. Boston, Allyn & Bacon.

This book falls in the category of humanistic education. A well-written, practical application of psychological foundations and learning theory. Duck highlights characteristics of teaching behaviors used by teachers in five different roles based on five different philosophies or theories.

Duke, D.L. (1982). What can principals do? Leadership functions and instructional effectiveness. NASSP Bulletin, 66 (456), 1-12.

This article looks at leadership functions asssociated with instructional effectiveness. The article presents and discusses six areas of leadership functions. The author then precedes to evaluate the leader by providing a list of representative questions for each of the six leadership functions.

Duke, D.L. (1983). Leadership functions and instructional effectiveness. The Education Digest, 48, 20-23.

Addressed in this article are the leadership functions associated with instructional effectiveness. Identified are six key factors and four directly related leadership functions. Also, two functions that are indirectly related to the achievement of instructional effectiveness are discussed.

Dulac, P.G.& Taylor, R.G. (1984). The role of the school principal during collective bargaining between school board and teachers. Education, 104, 238-241.

The role of the school principal as a middle manager is studied in relation to contract negotiations. The author studied 228 Maine school principals to measure actual and preferred roles. Significant findings revealed that elementary and secondary principals preferred different roles in relation to their own bargaining units. Elementary principals were more inclined to organize and to participate in teachers' bargaining units that secondary principals. Secondary principals believed that their actual role was to support the school board's positions.

Dunne T.O., & Maurer, R. (1982). Improving your shcool through quality circles. NASSP Bulletin, 66(457), 87-90.

This article defines Quality Circles in terms of industry and then suggests applications in terms of education. The article provides a step by step plan for implementing Quality Circles.

Dwyer, D.C. (1984). Forging successful schools. Realistic expectations for principals. Educational Horizons, 63, 3-8.

A report of interviews with thirty-two principals, seventeen of which emerged as pictures of effective leadership in instructional management and school administration. This success was connected to the principals' capacity for linking routine activities to the school's context and a personal vision of its mission.

Dwyer, D. C. (1984). The search for instructional leadership: Routines and subtleties in the principal's role. Educational Leadership, 41(5), 32-37.

The author review research done on the principal's role in effective instructional programs at the Far West Laboratory of Educational Research and Developments. No simple formula for success was found. There is a diversity of approaches to successful instructional management-each situation may call for a unique managment model. School improvement will most likely involve a slowly spiraling process.

Dykes, Archie R. (1981). University presidents can influence public policy. Educational Record, 62 (n.1), 25-27.

University presidents must join other leaders in society in attacking problems confronting the U.S. They must become more involved in public policy formation by serving on important community, state, and national projects by involving outside leaders in academic decisions by serving on boards and commissions.

Eagleton, Cliff., Cogdell, Roy (1981). Humanist leadership model: a pilot investigation. Educational Research Quarterly, 5, 51-70.

Leadership characteristics of the chief school officer are analyzed in terms of the Humanistic Leadership Model which has been originiated and studied with a university milieu. The approach was to analyze perceptive data.

East, Eunice. (1981). A comparative study of male and female perceptions of leadership styles of selected elementary school principals in Florida. (Doctoral dissertation. The Florida State University, 1981). Dissertation Abstracts International, 42, 2391A.

The purpose of this study was to investigate leadership styles of selected female and male Florida elementary public school principals as perceived by the principals and by samples of female and male subordinates utilizing Hersey and Blanchard's Leadership Effectiveness and Adaptability Prescription (LEAD SELF and LEAD OTHER).

Ebert, T.H. (1980). A comparsion of the perceived leader behavior of elementary school principals in open and non-open educational settings. Dissertation Abstracts International, 41, 4901A-4902A. (University Microfilms No. 81-11, 934).

This study was designed to determine if the leadership behavior of elementary school principals is perceived to be different in open and non-open education elementary schools.

Eden, Dov, and Shani, Abraham B. Pygmalion goes to boot camp: Expectancy, leadership, and trainee performance. Journal of Applied Physchology, April, 1982, 67, 194-9.

The pygmalion effect, enhanced learning caused by high teacher expectancy, has been studied almost exclusively in the classroom. To test its applicability to adult trainers and to examine the effects of expectancy on instructor leadership, a field experiments was conducted at a military training base. One hundred and five trainees in a fifteen week combat command course were matched on aptitude and randomly assigned to high, regular and unspecified instructor-expectancy conditions. The pygmalion hypothese's that instructor expectancy influences trainee performance was confirmed. Trainees of whom instructors had been induced to expect better performance scored significantly higher on objective achievement tests, exhibited more positive attitudes and perceived more positive leadership behavior. It was found that the pygmalion effect may constitute a self perpetuating, as well as a self-fulfilling prophecy.

Education Vital Signs. American School Board Journal, 172 (10), A1-A26.

Presents insightful analyses, and useful statistics on school leadership, finance, curriculum, and population.

Emmerich, M. (1983). Training tomorrow's leaders today. Educational Leadership. 40(6), 64-65.

This article has as its central theme the belief that educators should include training for leadership skills at both elementary and secondary levels. The author describes a leadership training program for youth.

Enarson, H.L., (1984,Spring). The ethical imperative of the college presidency. Educational Record, pp.24-26.

The author discusses the ethical behavior required of college presidents. He maintains that college leaders must possess two traits: optimism in the face of adversity and a highly refined moral consciousness in the face of immoral or amoral surroundings.

Ernest, B. (1981). Taking your leadership temperature as a principal. *Thrust*, *10*(5), 25-28.

Presents a simple test to determine leadership style based on Blake and Mouton's Managerial Grid.

Ernest, B. (1982). Guidelines for principals: Taking your leadership temperature. *NASSP Bulletin*, *66* (456),13-17.

This article provides the reader with a checklist style test to help the reader identify his administrative leadership style. The test is based on the Managerial Grid of Blake and Mouton in which five major leadership styles are measured along two axes.

Eskridge, D.H., & Coker, D.R. (1985). Teacher stress: sysptoms, causes, and management techniques. *Clearing House*, *58*, 387-390.

The support system established for teachers by supervisors and principals is vital in helping teachers eliminate unnecessary obstacles.

Fairman, M., & Clark, E.A. (1983). Common sense strategies for managing conflicts. *NASSP Bulletin*, *67*(460), 93-102.

Use of the conflict management strategies described in his article should allow for more effective and efficient management according to these writers.

Fansher, T.A., & Buxton,T.H. (1984). A job satisfaction profile of the female secondary school principal in the United States. *NASSP Bulletin*, *68*(468), 32-39.

To learn about female principals, the authors conducted a study involving 266 women in the secondary school principalship throughout the country. The study focused on such factors as determinants of job satisfaction and dissatisfaction and the effects of certain personal-related, family-related, school-related, and community-related variables on the jobs of female principals. The authors conclude that the principalship is not beyond the grasp of competent female aspirants.

Farmer, N.J. (1982). Characteristics of women principals in North Carolina. Dissertation Abstract International, 43, 2513A.

This piece of research was designed to develop a profile of women principals in the public schools of North Carolina during the school year 1980-1981. Informational categories included educational and professional background, school and district situation, factors affecting career, future plans, marital status, and personal data.

Fasenmyer, S.A. & Mamana, J. (1984, November). How to add the human dimension for more effective schools. Tips for principals from NASSP. Reston, VA: National Association of Secondary School Principals.

Administrators can take a number of steps to establish a communication forum and a school climate that balance the educational program with a measure of humanity.

Faust, Dale H. (1981). The effect of in-service administrative training on leadership style. (Doctoral disstertation, University of Southern California, 1981) Dissertation Abstracts International, 41, 4903A.

The purpose was to explore one of the conditions under which leadership style may change. Specifically, the study examined leadership style of school administrators before and after 60 hours of in-service management training.

Ferguson, D.I. (1983). Issues managment: orchestrating change. The School Administrator, 40(2), 18-20.

The author writes that education, at whatever level, will benefit by developing a coordinated approach to issues management, starting with effective early identification methods, procedures to disseminate information more quickly as trends begin to emerge.

Fish, Janet Eloise. Early childhood program administration: An application of situational leadership theory. (Doctoral dissertation, University of California, Los Angeles, 1981). Dissertation Abstracts International, 42, 1469A.

An elaborated case study approach applying Hersey and Blanchard's Situational Leadership Theory to identify basic and supporting leadership styles and style adaptability of directors, teachers, and parents of seven campus development centers within a large metropolitan community college district.

Fitzpatrick, T. (1984). Napoleon as principal. *Thrust*, *13*(4), 34-35.

Educational leaders should emulate the strategic planning of Napoleon-a wide vision that was not cluttered with minute details or an insistence on direct personal involvement. Napoleon's Principles of War-objective, surprise, correlation of mass and force, broad range of options, unity of command, simplicity, security, and aggressive offense-can be of benefit in the struggle to educate the young.

Forester, R. C. (1984, January/February). Rice Krispies or Cream of Wheat: What's your leadership style? *Lutheran Education*, pp. 140-141.

Either a bland or a vigorous leadership style can be effective depending on the circumstances of the situation. In most cases, the vigorous style would be more appropriate.

Forgarty, B.M. (1983). Educational administration 1959-1981: A profession in evolution. *Educational Administration Quarterly*, *19*, 141-152.

This article is a tribute to Jack Culbertson, the recently retired executive director of UCEA. Culbertson's contributions to the evolution of education administration are briefly noted.

Ford, J.D. (1981). Department contest and formal structure as constraints on leader behavior. *Academy of Management Journal*, *24*, 272-288.

An empirical investigation was made of the effects of size, personnel education, task routineness, work flow interdependence, environmental uncertainty and formal structure on the behavior of leaders. Task routinesss, personnel education, and environmental uncertainty were found to influence leader initiating structure; size and personnel education had a significant relationship to leader consideration.

Forster, B.E. (1983). Pupil productivity in elementary school mathematics as related to principal and teacher leadership style. _Dissertation Abstracts International, 44,_ 929A. (University Microfilms No. 83-16476,175).

This study investigated the relationship between the leadership style of a elementary school principal and the mathematics achievement of the students, and the relationship between the degree of leadership style congruence of the principal's and teacher's leadership styles and the mathematics achievement of the students. The study concluded that there appeared to be a relationship between teachers and principals, and the mathematics performance of fourth, fifth, and sixth grade students. The matching of principal leadership style and situational conditions as postulated by Fiedler appeared to be partially supported. In addition, a strong relationship between certain teacher constructs and mathematics achievement of students was supported.

Fox, William M. Collegical Leadership: A proposal for the 1980's. _Humanist Educator_, _20_(4) 146-153. (From Psychological Abstracts, 1982, 68 Abstract NO.13583).

Discusses traditional, monocratic administrative theories as well as alternative collegial leadership.

Fraley, A.E. (1981). _Schooling and innovation: the rhetoric and the reality._ Tyler Gibson, 1981.

Part 1 of this book discusses various school reform movements of the past: Francis Parker and John Dewey, the Gary Plan, core curriculum and the Ford Foundation programs, 1950-1970. Part II analyzes why these reforms failed and why schools should perform only a limited number of specific functions concerned with skills learning.

Franklin, M.W. (1982). Self-perceptions of selected aspects of leadership held by presidents of postsecondary institutions in Maryland. _Dissertation Abstracts International, 43,_ 2513A. (University Microfilms No. 82-27980,187).

Presidents of 44 Maryland postsecondary institutions were studied to determine differences in their self-perceptions of leadership. Findings of the study indicated that there appeared to be no differences in the self-perceptions of leadership help by presidents of four types of postsecondary institutions in Maryland.

Frey, D., & Young, J.A. (1983). Methods School Administrators can use the help teachers manage stress. *NASSP Bulletin, 67*(460), 73-77.

These writers suggest a number of ways that principals can help teachers to manage stress and avoid burnout. The same techniques can be used by administrators themselves.

Friesen, L. (1983). Women and leadership. *Contemporary Education, 54*(3), 223-229.

This article has as its focal point the research that has been done on women and leadership. Historically, leadership has been considered a masculine domain. However, some research has dealt with differences between male and female leaders in personality traits and leadership styles and the reactions of subordinates to the gender of the leader. Four leadership stlyes have been described in this article that are exhibited by women managers.

Frost, Peter J. Mitchell, Vanell, and Nord, Walter R. *Orangizational Reality, Reports from the Firing Line*. Scott Foresman, Dallas: 1982.

A collection of readings on current management and organizations to give an accurate picture of many aspects of what people perceive to be the realities of organizations. Sources used are from mainstream business publication such as Fortune and Harvard Review, fictional works, academic texts, journals, publications of organized labor and several best selling books. There are units-sections on staffing, becoming a manager, leadership, making it, being different, controls and resistance, hidden influence, the compulsion to reform, hazards and organizations.

Galla, S. (1982). The relationship between leadership behavior centralization and staff stability and the degree of implementation of change: Bilingual-bicultural education. *Dissertation Abstracts Internationals, 43,* 2513A. (University Microfilms No. 82-29066,349).

This study implemented and tested the usefulness of a training program to increase the frequency with which evaluators used clinical supervisory techniques in teacher evaluation procedures. The study found that the evaluated teachers became decidedly more satisfied with the evaluation procedures conducted during the academic year that this study was conducted that they had been in past years, the evaluation training program as implemented was successful in improving teacher evaluations, and both the training evaluators and the evaluated teachers were reluctant to use audio recordings, charts, and televisions for data collection during classroom visitation.

Gay, G., Demlowski, F.L., & McLennan, R.L. (1981). Preserving quality of education during enrollment declines. Phi Delta Kappan, 62, 655-657.

The authors present research-based hints on how to anticipate the differential effects of decline.

Geltern, Beverly Bernice. Teacher perceptions of the principal's leadership behavior as related to school effectiveness. (Doctoral dissertation, The University of Michigan, 1981). Dissertation Abstracts International, 42, 475A.

Presents a phenomenological study of the interactions operating within a suburban elementary school between 17 teachers and their principal. Teacher perceptions of 5 theoretical leadership behaviors were analyzed.

George, J.C., & Tipperman, M. (1983). Change workshop: A Principal Manages his Entrance. Educational Leadership, 40(8), 66-68.

The new administrator who shows interest in faculty concerns and acts on priority issues starts the year on the right track say the authors. One approach to this problem is through the transition workshop designed to identify purpose and objectives and stratagies for achieving them.

Giamatteo, Michael C. and Giammatteo, Dolores M. Forces on Leadership. Reston, Va.: NASSP, 1981. (ERIC Document Reproduction Service No. ED202084).

A set of fifteen exercises intended for school administrators is presented in this monograph along with a discussion of the forces whose operations the exercises reveal. Emphasis is placed on the reader's analysis of his or her own tendencies as a leader and as an individual, with the understanding that self-knowledge is a necessary first step toward further personal development.

Gibbons, Thomas J. (1981). The study of the relationship between selected organizational enviroment characteristics and the leadership behavior of elementary principals. Dissertation Abstracts International, 43, (University Microfilms No. 82-13,887).

The study examined the relationships between organizational environment characteristics and the leadership behavior of elementary school principals. The study concluded that organizational environment characteristics have only minimal influence on the leadership behavior of elementary principals.

Gibson, James L., Ivanevich, John M., and Donnelly, James H. G. Organizations: Behavior, structure, processes. 4th Edition. Business Publications, Georgetwon, Ontario 1982.

This fourth edition of organizations interprets behavorial science theory and research so as to comprehend the three characteristics common to all organizations-behavior, structure, process-as affected by managers. It relects how behavorial science theory leads to research and how theory and research provide the basic foundations for practical applications in business, hospitals, education institutions, and government agencies. There are sections on organizations, behavior, motivation, stress, leadership, decision making and effectiveness.

Gilespie, Rena H. (1981). Influence of sex-role bias in attitudes of male and female student personnel workers on the evaluation of women as administrators. Dissertation Abstracts Internationals, 42, 4667A. (University Microfilms No. 8210074,98).

This study indicated that women are more liberal in their attitudes and evaluations of women as administrators. Student workers holding a master's or doctoral degree were more liberal than those holding a bachelors. Those workers with more than 10 years experience were more liberal that those with less experience.

Gilli, A.C. Sr., and Wilcox, L.M. Selected papers on leadership in vocational education. Utica, NY: State University of New York, 1981 (ERIC Document Reproduction Service No. Ed 200717).

The ten papers included in this monograph relate to some of the important concerns dealing with leadership and management in vocational education. Topics covered include: Leaderhip in education; the Vocational Education Leadership Institute; the role of the vocational education curriculum worker; and the problems of vocational education leadership.

Gillo, Diane L. (1982). Path-goal theory of leader behavior and its relation to job satisfaction as moderated by the intrinsic motivation of the task. Dissertation Abstracts Internationals, 42, 1515A. (University Microfilms No. 8224360,140).

This study did not substantiate the general tents of the path-goal theory since no relationship was found between leader behavior and job satisfaction as moderated by intrinsic motivations.

Gilligan, T.P. (1982). An analysis of the leader style of elementary school principals as perceived by their faculty. (Doctoral dissertation, The George Washington Unviersity, 1982). Dissertation Abstracts International, 43 604 A.

The purpose of this study was to identify the leadership style of school principals in terms of their "task orientation" and "people orientation" and to determine if nine non-leader variables affected teacher rating of the leader style. Results indicated that principals were far more task oriented than people oriented and that three of the non-leader variables, - teacher age, teacher experience and principal experience -significantly affected the teacher rating of the principal's leader style.

Glatthorn, A.A., & Newberg, N.A. (1984). A team approach to instructional leadership. Educational leadership, 41(5), 60-63.

A team approach to instructional leadership is superior to strengthening the principal's role as an educational leader in the improvement of secondary schools. In a team approach the critical functions of curricular and instructional leadership are assigned to those on the staff most capable of performing them, rather than being centralized in the principal's office.

Gleazer, E.J., Jr. (1981). To improve the human condition. Community and Junior College Journal, 51,(6), 7-15.

Community colleges and community development share a variety of relevant features which make them obvious partners. This article discusses several ways the college administration can assist in its community development.

Gluckman, I.B. (1984). Values education in the public schools. NASSP Bulletin, 68(470), 98-104.

The findings of the Values Education Commission in Maryland stress the importance of a school's principal in determining the moral and ethical tone of a school. Principals should be granted more training, compensation, and authority to meet the ethical and moral demands of society.

Golden, Morton, & Price, Rae A. (1981). Improving part-time faculty instructon. Teaching of Psychology, 8(3), 160-162.

Allowing part-time instructors to view their evaluation at midterm with a consultant led to improved ratings in comparision to end of the semester evaluations.

Goldman, J.J. (1983). The supervisor's beliefs about people and the supervisory plan. *The Clearing House, 56,* 306-309.

Educational supervisors continue to operate in ways which reveal either "Theory X" or "Theory Y" assumptions in their approach to others, with the supervisory plans adopted and implemented by the supervisor being influenced by these beliefs about people. The article outline the benefits to be gained by the supervisor who becomes aware of such personal assumptions and the behaviors and practices which these produce.

Gordan, Lila Alice. Comparative leadership behaviors of men and women in an educational setting. (Doctoral Dissertation, The University of Chicago, 1981). *Dissertation Abstract International, 42,* 72A.

Determines if women and men perform the same professional tasks in different modes that can be associated with male or female sex-role socialization.

Gordon, G.N. (1982). A study of superordinate-subordinate influence and perceived influence and their interrelationships with zone of acceptance, decisional participation and leadership. *Dissertation Abstracts International, 43*, 2514A.

The framework of this study was established to examined how variations in subordinate leadership styles and subordinate participation in decision making would effect the willingness of subordinates to comply with administive decisions.

Gorton, R.A. (1983). *School administration and supervision: Leadership challenges and opportunities* (2nd ed.). Dubuque, IA: W.C. Brown.

This book helps the reader develop a deeper understanding of the challenges and opportunities for leadership in school administration and supervision. The focus is on principles and theories of administering and improving a school. Leadership responsibilities and opportunities of school administrators and supervisors are stressed because few problems will be resolved or school improvements initiated unless the school administrator and supervisor exercise leadership.

Gousha, Richard P. *What's happening to superintendents?* Atlanta: American Association of School Administrators, 1981. (ERIC Document Reproduction Service No. Ed 204845).

This paper, presented at the 1981 Annual Meeting of the American Association of School Administrators, reviews the outside factors and accompanying role changes of the school superintendent. These factors lead to alterations in the personal qualities and job expectations that superintendents should have.

Graeff, C.L. (1983). The situational leadership theory: A critical view. *Academy of Management Review. 8*(2), 285-291.

P. Hersey and K.H. Blanchard leader effectiveness and adaptability description (LEAD) instrument is discussed in terms of problems. Also, theoretical issues undermining the robustness of the situational leadership theory and the use of its prescriptive model are viewed.

Graen, George and Novak, Michael A., Sommerkamp, Patricia. The effects of leader-member exchange and job design on productivity and satisfaction: Testing a dual attachment model. *Organizational Behavior and Human Performance*, *30*(1), 109-131. (From Psychological Abstacts, 1982, 68, abstract # 11488).

In a field experiment involving 106 form processing employees of a large, public service organization, the effects of 4 treatment conditions on satisfaction and productivity were compared--leader- member exchange (LMX), Job design, a combination of LMX and job design and a placebo control.

Graham, William Harold,. The relationship between student achievement and principals' time-on-task in instructional leadership roles. (Doctorial dissertation Mississippi State University, 1982). *Dissertation Abstracts International. 43*/03A, 605. (University Microfilms No. DE082-17227).

The purpose of this study was to determine if a significant relationship existed between student achievement, as measured by the California Achievement Test, and the amount of time principals allocate to instructional leadership as measured by the National Task-Time Survey. There was no significant relationship between student achievement and principals allocation of instructional leadership time. Principals' with larger faculties, from districts with a appointed superintendent and high level of training allocated a significantly greater amount of time to instructional leadership roles. The length of administrative experience was not a significant factor in the amount of time principals allocated to instructional leadership roles.

Green, E.E. (1984). The need for interpersonal skill training and supervision. NASSP Bulletin, 68, 23-30.

Classroom supervision can be improved through the use of behavior modeling and Theory Z organization. This article provides an illustration of the use of behavior modeling.

Green, Madeleine F. (1981). Developing leadership: A paradox in adademy. New Directions for Higher Education, 9 (n.36), 11-17.

Higher education will not have the leadership that is needed unless managerial skills are developed, recognized, and rewarded along with the more traditional traits of leadership.

Greenblatt, R.B., Cooper, B.S., & Muth, R. (1984). Managing for effective teaching. Educational Leadership, 41(5), 57-59.

A study of the management styles of 125 elementary principals confirmed that principals should take a middle ground in regard to decision making; the staff should be consulted, but the principal should make the final decision. The authors present Ten Commandments of Good Consultation to be obeyed when seeking input from subordinates.

Greenhalgh, John. (1984). School site budgeting: Decentralized school management. Lanham, M.D: University Press.

A plan to improve school management by distributing all planning decisions to local building administrators was discussed. Rationale for this approach: Decisions made closest to the students are the best decisions.

Gerstein, R., Carnine, D., & Green, S. (1982). The principal as instructional leader: A second look. Educational Leadership, 40(3), 47-50.

This article looks at the role of instructional support. This not not necessanty a role of the principal. The article points out that this role may be more effectively carried out by someone other than the principal. Someone such as a specialist with a great deal of knowledge of teaching, processes, issues, and program implementation.

Griffin, R.A. 1981 Power and persuasion: the superintendent's role in designing therapeutic education for L/LD children. Journal of Learning Disabilities, 41(3), 150-51.

The quality of the instructional programs for learning and language disabled students is dependent more upon the superintendent's leadership behavior than any other factor.

Grimes, E.S. (1982). Leadership styles of female and male elementary principals. Dissertation Abstracts International, 44, 28A-29A. (University Microfilms No. 83-11299,166).

This study analyzed the perceptions of the leadership styles of randomly selected male and female elementary principals in Illinois to determine if they behaved differently as leaders. Analysis of the data collected in this study revealed no substantive evidence that male elementary school principals behave differently as leaders than do female elementary school principals.

Guagulwong, Thawin. Leadership styles, maturity levels, and job satisfaction in elementary schools. (Doctoral Dissertation, The University of Oklahoma, 1981). Dissertation Abstracts International.

Study determined if a relationship does exist between leadership styles of the principals, the maturity levels and the job satisfaction of the elementary teachers, and to test the Situational Leadership Theory to determine if the linkage between the leadership styles and the maturity level is important.

Guth, J. & Williams, R.J. (1984). School administrators--How your philosophical orientation affects management practice. *NASSP Bulletin, 68*(472), 59-67.

The authors describe the characteristics of philosophies and the congruent administrative theory. They call for educational leaders to know their philosophical orientation and to develop a consistent system of behaviors so that coworkers and subordinates will have more confidence in their leaders.

Hachiya, Yashihiko., (1982). The Influence of situational factors on the relationships between leader behavior and subordinate response: An examination of the interactions between subordinate individual characteristics and task characteristics. *Japanese Journal of Experimental Social Physchology, 21*(1), 17-24. (From Phychological Abstracts 1982,68, Abstract #2268).

This article investigates the influence of subordinate growth needs and job characteristics on the relationship between perceived leader behavior and subordinate satisfaction with the leader. An analyses of 369 employees of a department store was used in the study.

Hafen, Gary Bowler, (1981). The relationship of elementary school principal's leadership management style to their cognitive style and organizational climate. (Doctoral dissertaion, University of Southern California, 1981). *Dissertation Abstracts International, 42,* 2397A.

The purpose of this investigation was to determine if the field dependence-independence dimension of cognitive style predisposes principals in manifestation of the situational leadership theory.

Hager, J.L., & Scarr, L.E. (1983). Effective Schools-Effective Principals: How To Develop Both. Educational Leadership, 40(5), 38-40.

Article cites the example of the Lake Washington School District which developed a number of professional growth programs for leadership personnel. As a result, achievement is up in Washington's District 414 where administrators have reorganized their responsibilities in order to spend more hours on instructional leadership.

Hall, G., Rutherford, W.L., Hord, S.M. & Huling, L.L. (1984). Effects of three principal styles on school improvement. Educational Leadership, 41 (5), 22-29.

The authors present the findings of studies on principals' leadership roles done at the University of Texas. The authors conclude that there is no simplistic, universal role for leaders as change facilitators. School improvement requires more than an alteration in leadership style.

Hallinger,P., Murphy, J. Weil, M., Mesa, R.P. & Mitman, A. (1983). School Effectiveness: Identifying the Specific Practices, Behaviors for Principals. NASSP BULLETIN, 67(463), 83-91.

The authors confront the factors that account for school effectiveness by attempting to identify the observable practices and behaviors that are related to effectiveness.

Hammonds, J. (1984). Department/Division Chairperson: Educational leader? Community and Junior College Journal, 54(6), 14-19.

The author discusses the roles of departmental chairpersons from the perspective of his recent research and concludes that the leadership potential of departmental chairperson is not being recognized. He determines that the chairperson occupies a critical junction between the faculty and the high administration.

Harder, M.B., & Waldo, K. (1983). Women as educational leaders: The theories behind the facts. *Action In Teacher Education, 5*, 35-40.

Theories that offer a basis for understanding cultural attitudes toward women at the present time, as underlying causes for the decline in the assignment of women in leadership roles are examined.

Hare, James Edward. A study of managerial leadership styles in selected private high educational institutions in the Washington, D.C. metropolitan area. (Doctoral Dissertaion, George Washington University, 1981). *Dissertation Abstracts International, 42,* 1507A.

Study attempts to establish the qualities of a productive leadership style by examining defined behavior characteristics of administrators in selected higher education institutions. Intended to show a logical connection between the management traits of educational officiers and determined success criterial between the management traits of college officials and personal/professional characteristics.

Harvill, R.L. (1983). Training group leaders to use four specific group leadership skills (Doctoral dissertation, West Virginia University, 1983). *Dissertation Abstracts International, 44,* 990 A.

Assesses the effects of a systematic training program on subject's ability to communicate and discriminate among four specific group leadership skills labeled as cutting-off, drawing-out, holding the focus, and shifting the focus.

Hatchard, D.B. & Ross, D. (1981). A reaction to toward administrative philosophies. *The Journal of Educational Administration, 19*(2), 177-184.

In this paper, both authors present their disappointing reaction to Hanna's attempt to bridge the gap between theory and practice in educaitonal administration (*Journal of Education Administration,* 1980, July, *18* (1), 114-131.

Haworth, S.L. (1983, Winter). Leadership in teacher education: The challenge of coordination. *Education*, pp. 188-192.

This author contends that the preparation of professional educators is under attack within the current accountability movement. This author posits that the questions of who and how leadership for change should be provided are being discussed by politicians and professional educators. This article further contends that the answers and challenges lie in the coordination of effort between and among the various components of the education system - the schools, the teachers, and the preparation institution. The article presents a model of leadership roles that are available to higher education for use in their teacher preparation programs. It also discusses major obstacles to be overcome and the coordinated effort that must be made between the major educational components in order to solve this problem.

Heller, M. (1984). Evaluation: Using behavioral objectives as the framework. *NASSP Bulletin, 68*(469), 47-49.

Simplicity is the key to effective evaluation in today's schools. The author outlines an evaluative process based on behavioral objectives that utilizes checklists, conferences, needs assessments, teacher involvement, and inservice sessions. Behavioral objectives were chosed because they are familiary, they can be measured, and they can be organized into a system.

Helms, L.B., Hahn, C.W., & Engel, R.E. (1984). Curriculum reform: Applications from organizational theory. *Journal of Research and Development in Education, 17*(3), 46-58.

The authors explored the relationship between the content and the context of curriculum by applying basic concepts and approaches from the field of organization theory to the analysis of curriculum revision. In most cases, curricular decisions are not an outgrowth of an organization's philosophy; instead, the philosophy is an outgrowth of the curricular decisions.

Hency,Robert. 1981. Did JCLP really work? *Community and Junior College Journal, 51*(n.5), 35-39.

Considers the methodology, findings and conclusions of three studies conducted by thee men which evaluated the junior college leadership program.

Henderson, James E. (1981). Leader authenticity: The development and validation of an operational measure. *Dissertation Abstracts International, 42,* 993A. (University Microfilms No. 8214525, 182).

Esprit was found to be second to a combination of esprit and thrust operating jointly in predicting authenticity. Thrust was the best single predictor of that concept. Status concern and personality rigidity were negatively related leader authenticity.

Henderson, J.E. & Hoy. W.K. (1983). Leader authenticity: The development and test of an operational measure. *Educational and phychological Research, 3*(2), 63-75.

A leader authenticity scale had been developed using a definition of authenticity that focused on the leader's salience of self over role, nonmanipulation of subordinates, and acceptance of personal and organizational responsiblity. A pilot study was conducted and results support the hypotheses.

Hennis, R. S. (1981). Needed: Research in the visual language. *English Journal 70*(1), 79-82.

If the schools are to insure effective communication in the immediate future, programs are needed to help students become sophisticated image comsumers and image makers.

Herring, Johnnan H. (1981). The moderating effect of role ambiguity on the realationship between leader behavior and teacher satisfaction. *Dissertation Abstracts International, 42,* 4669A. (University Microfilms No. 82210433, 163).

The purpose of this study was to examine the path-goal proposition's effect on job satisfaction. Five leader behaviors assessed in this study were exhibited by the same individual in various situations: (a) directive, (b) supportive, (c) participative, (d) achievement oriented and (e) maintenance. It was found that the interaction of role ambigerity and a specific leadership construct would explain a significant amount of variation in teacher satisfaction.

Hersey, P., & Blanchard, K.H. (1982). *Management of Organizational behavior: Utilizing human resources* (4th ed.) Englewood Cliffs: Prentice-Hall.

The purpose of this book is to identify a framework for integrating independent approaches from various disciplines to the understanding of human behavior and management theory. The book focuses on the interaction of people, motivation, and leadership. The authors endeavor to integrate the various theories of leadership into a situational leadership model, which synthesizes concepts of behavioral management, motivation, environment, leadership style, effectiveness, discipline, change, and social relationships.

Hersey, Paul,and Blanchard, Kenneth H. (1981). So you want to know your leadership style. *Training and Development Journal, 35*(n.6).

A self assessment which allows the reader to measure his/her leadership style. Four basic leader behavior styles are listed and explained.

Hilliard, Asa Grant. (1981). Responding or leading in Teacher education. *Journal of Teacher Education, 32*(n.4) 13-14.

The comtemporary school curriculums is a pot-pourri of accretions that reflect the response of schools to the problems of daily life. The teacher education curriculum has been fragmented in a similiar way. Both lack adequate leadership and methods of accountability

Hobbs, D. (1981). Rural education: The problem and potential of smallness. *The High School Journal, 64,* 292-298.

Rural schools are and will remain small. The smaller size could be found to be an advantage. Discusses issues and looks at community support.

Hogan, K. (1982). Camelot for educational administration. *Educatonal Leadership, 40*(2), 26-29.

This aritcle looks at the positive and negative aspect of a team management solution to running a school system. The article suggest that while some difficulty is expected with team management, communicatings, differentiated staff, and an infusion of accountability will help this system survive.

Holloway, Joanne B. (1981). An analysis of theoretical and actual instructional leadership behaviors among suburban elementary school principals. *Dissertaion Abstracts International, 42,* 4227A (University Microfilm No. 82-07,381).

This study examined the role of the public elementary school principal as instructional leader in districts employing a curriculum director. It was found that a difference did exist between the perceived theoretical and actual instructional role of principals as perceived by supeintendents, curriculum diretors, principals, and teachers. Each group saw the primary role of the principal as instruction and curriculum.

Holland, L.J. Kaleidoscope: the nature of educational administration. *Delta Kappa Gamma Bulletin*, Winter, 1981, 29-35 .

An educational leader must be both a leader and a manager, and as such, must provide a balance between people-orientation and task-orientation which must be applied simultaneously. Some of the skills necessary for an administrator include planning and organizing (establish goals and objectives, analyze resources available, design paperflow, and time managment), and communicating (to inform or to initiate action, motivation, getting group interaction and paticipation, feedback and evaluation.)

Holman, E.R. (1984,July). Creative educational leadership: a future necessity. Palm Beach Gardens, Fl: Nova University. (ERIC Document Reproduction Service No. Ed 250 828).

A review of the educational leadership literature reveals some basic assumptions about creative leadership, and what a creative leader can do to develop a climate that encourages creativity.

Holt, Frances G. (1981). The relationship of need fulfillment to job attitudes of faculty in higher education. (Dissertaion Abstracts International, 42, 3882A. (University Microfilms No. 8205152,202).

This study examined the need-satisfaction and job-satisfaction linkage in the need-satisfaction model and the effects of strong job and personal characteristics on need fulfillment. A strong positive correlation existed between need fullfillment and job satisfaction. The following factors affected need fulfillment, autonomy, academic discipline, and possession of tenure.

Hord, S.M. (1984). Facilitating change in high school: Myths about management. (Report No., R&DCTE-R-3187). Austin, TX: Unviersity of Texas, Research and Development Center for Teacher Education. (ERIC Dooument Reproduction Service NO. 251 962).

Several current myths about change in high schools were challenged by effective interventions.

Hord, S. M. (1984). How principals work with other change facilitators. Education and Urban Society, 17, 89-109.

This article focuses on principals as change facilitators, on other staff members who facilitate school improvement ("second change facilitators,") and on what these two groups do together and seperately. The article concludes with considerations for policy making, for training of all school improvement leadership personnel and for future lines of study into facilitating school improvement.

Hord, S.M. (1984, September). The effects of principal styles on school improvement. (Report No. AEL-OP-015). Charleston, W.V.: Appalachia Educational Lab (ERIC Document Reproduction Service NO.ED 251-971).

This paper describes on going research at the Rearch and Development Center for Teadcher Education at the University of Texas, Austin. Topic include the role of the principal in the process of school improvement, the principal as intevener, and a classification of leadership styles.

Holy, W.K., & Miskel, C.G. (1982). *Educational Administration: Theory, research and practice* (2nd ed.) New York: Randon House.

This book utilizes a social systems perspective to synthesize the structure and recurring processes of educational organizations. The authors maintain that knowledge, not experience, has become the primary resource of education. For educational organizations to improve their producton and performance, organized formal knowledge must supplant experience.

Huddle, G. (1984). How complex is the principal's job? What actions can principals take to be more effective? *NASSP Bulletin, 68,* 62-67.

Provides a review of current research on effective school leadership. Effective principals take responsibility for all aspects of a situation and go beyond ordinary boundaries.

Huddleston, T.A. (1982). A study of effects of organizational environment on perceptions of roles of the office of president in the Virginia community college system. *Dissertaion Abstracts International, 43,* 2771A.

This piece of research attempted to determine whether perceptions of the role of the office of the president in the Virginia Community College System differ significantly between its multicampus and single-campus colleges.

Hunt, James G., Sekaran, Uma and Schriesheim, Chester A. *Leadrship beyond establishment views.* Southern Illinois University Press, Carbondale and Edwardsville, Ill. 1982.

This book is volume six of the Leadership Symposium Series originating in 1971. It provides in depth consideration of current and future leadership directions and provides an interdesciplinary perspective for the scholarly study of leadership.

Hunter, H.S. (1983). A study to determine the relationships between administrative leadership effectiveness and style on teacher morale in selected urban secondary schools in the greater Washington area (Doctoral dissertation, The George Washington University, 1983). Dissertation Abstracts International, 44, 30A.

This descriptive study attempted to determine whether there is a relationship between (1) leadership effectiveness and teacher morale, (2) leadership style and teacher morale, and (3) conformance among administrative teams and teacher morale. Sample groups included 118 administrators and 411 teachers. Data was collected from two instruments (Leadership Ability evaluation and Purdue Teacher Opinionnaire) and analyzed. The study concluded that none of the leadership or demographic variables were related to morale.

Iannaccone, L.& Jamgochian, R. (1985, May). High performing curriculum and instructional leadership in the climate of excellence. NASSP Bulletin, pp. 28-35.

The authors state that today is an opportune time for school administrators to exercise leadership in curriculum developent. They discuss tht two broad dimensions - the sociopolitical and economic context and the state-of-the art knowledge - combine to make this period one in which administrators should show leadership in this area. Those who fail to do so run the risk of having educational agenda set by others.

Jackson, Shirley Ann Crite. Instructional Leadership behaviors that characterize schools that are effective for low socioeconomics urban black student (Doctorial dissertation The Catholic University of America, 1982.) Dissertation Abstracts International, 43/103A, 607. (University Microfilms No. DE082-13755).

The purpose of this study was to identify the characteristics that differentiate effective from ineffective schools and to describe the difference in how these characteristics are operationalized. A quantitative/qualitative design was used in the study.

Jacobson, W.C., & Marshall, T.P. (1984). Knowing human behavior can help principals run better schools. NASSP Bulletin, 68, 31-35.

A review of 12 strategies for helping principals provide leadership.

James, M.W. (1982). The relationship of the school principal's leader behavior to teacher morale. Dissertation Abstracts International, 44, 342A.

Investigated in this study was the relationship between morale of Louisiana public elementary school teachers and their principal's leader behavior. Instruments used in this study were: (1) the Purdue Teacher Opinionaire and (2) the Leader Behavior Description Questionnaire.

Johnston, D.L. (1984). What about administrative leadership? Educational Leadership, 41(5), 41.

New administrative personnel are needed to replace those hidebound administrators who are technically competent managers but not educational leaders.

Johnson, David W., and Johnson, Frank P. Joining together: A group theory and group skills. Englewood Cliffs, N.J: Prentice Hall, 1982.

This book seeks to provide the theory and experiences necessary to develop an understanding of group dynamics, effective group skills and leadership. It includes a review of currect social psychological knowledge in the area of small groups and contains group exercises. An inquiry or experimental approach about the dynamics of small groups is utilized.

Johnson, E. Anticipatory leadership. Catalyst for Change, 1981, 10(3), 27-31.

Emphasis in this article is placed on the need that leaders must have to anticipate future needs and circumstances and to develop more flexible organizations to achieve the transformation from an industrial to a communication era.

Johnson, P.W. (1983). A study of the difference between expected and perceived administrative behavior of the superintendent of the small school districts. *Dissertation Abstract International*. *44*. 934-A.

This study found no significant differences among the expressed opinions of superintendent and board members.

Johnson, S.A. (1983). Assessing the effects of instructional supervision training on principals. *Dissertation Abstracts International, 44,* 1645A.

Addressed by this study is the proficiency with which principals offer leadership in implementing and conducting assessments that provide specific information necessary for the identification of teacher strengths and weaknesses and appropriate guidance for instructional improvement.

Justiz, M. (1984). How principals can produce change. *Principal, 64,* 38-40.

Principals who make changes happen are initiators who set clear, long-range goals and know what they want to accomplish.

Jwaideh, A.R. (1984). The principal as a facilitator of change. *Educational Horizons, 63*, 9-15.

The author describes effective principals as those who establish clear goals and priorities, achieve a balance between task consideration and personal relationships, serve as role models, communicate high expectations, provide support and directions for change, and gain community and higher administrative support.

Kaminsky, J.S. (1981). Freedom and authority memorandum: A philosophical addendum in educational administration. *The Journal of Educational Administration, 19* (2), 187-200.

The article illustrates why given the assumpations of institutional collectivism, the committment to to institutional individualism implicit in the "freedom and authority memorandum" cannot necessarily lead to happiness.

Kanya-Ngambi, M.A. (1982). The relationship between leadership style of secondary school principals and educational outcomes of public high school students. *Dissertation Abstracts International, 43*. 3171A. (University Microfilms No. 82-23982,214).

This study investigated whether or not students' educational outcomes are a direct function of the principal's leadership style when school and principal characteristics are controlled, including the socio-economic status of the student body. The study measured leadership styles by several characteristics. The study's findings showed that principals' leadership styles characterized by tolerance of uncertainty, consideration and superior orientation dimensions were positive and significant predictors of desired student outcomes when controls were made for socio-economic and school factors.

Kappelman, Susan Kirchem (1981). Teacher's perceptions of principals' bases of power in realationship to principals' styles of leadership. (Doctoral dissertation, University of New Orleans, 1981). *Dissertation Abstracts International, 42*, 2405A.

The purpose of this study was to examine the relationship of teachers' perception of female and male principals bases of power in relation to teachers' perceived leader behaviors of the principals.

Kaufman, Arnold Ivan. (1981) The relationship of perceived supervisory leadrship practices to teacher morale in New York City public high schools. (Doctoral dissertation, Columbia University Teachers College, 1981). *Dissertation Abstracts International, 41*, 5050A

The purpose of this study was to investigate the relationship between the perceived supervisor's leadership style and teacher morale in New York City Public High School.

Khoury, Nicolas E. (1981). A comparative analysis of the leader behavior of university department chairpersons, secondary school principals and elementary school principals. *Dissertation Abstracts International, 42,* 4673A. (University Microfilms No., 8209219,204).

Investigated in this study was the conquence of perceptions among administrators and their teachers on the "consideration" and "initiation of behavior" dimensions of leader behavior. Results indicated that, as a group, administrators perceived that they exhibited more of the leader behavior than their respective teachers.

Kim, Kent I., and Dennis, W.(1982). Determinants of leader-subordinate exchange relationships. *American Phychological Association, 68,* 77-89. (From *Phychological Abstracts,* 1982, *68*, Abstracts No. 2257).

Assessed the value of the concept of non-contractual social change (NSE) as a dimension describing leader behavior. An experiment was used involving 147 adults enrolled in an evening business program.

King, Linda Toutant.(1981) Title IX, sex ratios, and trends in leadership roles in AIAW division institutions. (Doctoral dissertation, West Virginia University, 1981). *Dissertaion Abstracts International, 42,* 935A.

Identify and analyze trends in Title IX's impact and sex ratios of athletic coaches and administrators in AIAW Division I intercollegiate athletic program. The following problems were investigated: (1.) Number of women's athletic activities in 1970-71, 1975-76, and 1980-81. (2.) Number and percent of women coaching in women's athletics in 1970-71, 75-76, and 1980-81. (3.) Number and percent of women as athletic administrators in 1970-71, 1975-76, and 1980-81.

Kipmis, D., Schmidt, S., Price, K., & Stitt,C. (1981). Why do I like thee: Is it your performance or my orders? *Journal of Applied Physchology, 66,* 324-328.

Examined the extent to which employee evaluations are determined by the leader's influence tatics (authortarian or democratic) and the assessments of followers' motives (internal or external) rather than by their performance.

Konek, S. W. *Design for equity: Women and leadership in higher education.* Wichita, Kansas: Wichita State University, 1981 (ERIC Document Reproduction Service No. Ed 200124).

Twenty-one articles are compiled on the struggle of women for equity in education, including background material, theory, practice, accomplishments and legislation. Plans, programs and accomplishments are outlined for Project DELTA, the Women's Educational equity grant program, which has as its goal the promotion of equity for women in higher education, specifically in leadership and decision-making roles. Research includes self-assessment of leadership qualities and leadership skills, and aspects of behavioral changes and career planning.

Kowalski, T.J. (1984). The debilities of MBO in educational organizations. *NASSP Bulletin, 68*(472), 119-123.

The use of MBO (management by objectives) in public education ought to be based on an analysis of its potential problems and benefits. Environmental interference, goal conflicts, reward potential, and goal selection all limit its applicability in educational organizations. Caution is advsed in its use.

Lamb, R. & Thomas, D. (1983). Advice to beginning principals. *Clearing House, 57*(1), 11-14.

The authors of this article provide information that has been learned from experience and from advice of other administrators. Written in the format of a letter, several aspects of leadership are discussed and also, ways to hopefully advoid some umpleasant situations as a principal.

Lamb, R.A., & Busse, C.A. (1983, February). Leadership beyond lip service. *Roeper Review,* pp.21-23.

This article discusses a model for research based on R. Blake's and J. Mouton's managerial grid that was used with gifted students. The classroom was modified to allow opportunity for leadership and responsiblity, and for feed back to other students and the teacher. Post-test results after implementation of the program indicated that students preferred 9/9 leadership practices over 1/1 practices. The class that accomplished the greatest gain in leadership scores also demonstrated the greatest gain in acadmeic achievement.

Lamb, Robert B. (1982). Critical Requirements of the Principalship: A Critical Incident Survey of Public School Principals in Georgia. *Dissertation Abstracts International 43,* 324A. (University Microfilms No. 82-14, 295).

This study replicated the 1954 study by the University of Georgia to study critical requirements of public school principals in Georgia. Principals continue to perceive that the most important area is human relations. Principals preceived themselves as more effective that ineffective, and most effective principals held five year certification and were in the 35-44 year age group.

Lange, B. (1981). ERIC/RCS report: Helping educators cope with change. *English Education*, *13*, 121-124.

Provides some guidelines for change and identifies some studies of the innovation process all available in ERIC/RCS.

Lange, L. (1983). Women in school administration: Problems and possibilities. *High School Journal, 66*(6), 83-90.

Sex of the leader is rarely mentioned as a factor which contributes to administrator effectiveness, yet males continue to dominate the field of educational administration. The author outlines a number of correlational measures which can be instituted to eliminate occuptional discrimination and increase the number of women administrators.

Larco-Murzyn, C.A. (1983). The relationship between teacher-perceived levels of stress and the principal's leadership style during a period of enrollement decline (Doctoral dissertation, The University of Connecticut, 1983). *Dissertation Abstracts International, 44*, 937A.

Qualitative data were gathered utilizing open-ended interviews and quantitative data were gathered utilizing the Leadership Behavior Description Questionnaire and the Maslack Burnout Inventory, to examine the teachers' perceptions of their stress levels and preceptions of the principals' leadership style in one school system which had experienced a significant decline in student enrollemnt during the last five years.

Leithwood, K.A., & Montogomery, D.J. (1984). Obstacles preventing principals from becoming more effective. *Education and Urban Society, 17,* 73-88.

The authors identify obstacles faced by principals in terms of teachers, students, principal roles, principal characteristics, board-level administration, and the community. They also explain the relationship between obstacles and levels of principal effectiveness.

Lemley, R.E. (1983). The Principal's Dozen: Effectiveness reexamined. *NASSP Bulletin*, *67* (459), 107-110.

The author provides a dozen suggestios for the principal who wishes to be effective.

Leonard, Gene F. (1981). Organizational climate of elementary schools and leadership styles of their principal: A descriptive analysis. *Dissertation Abstracts International, 43,* 324A-325A. (University Microfilm No. 82-13,158).

This study explored relationships among organizational climate, self-reported and teacher perceived styles of leadership of principals. Differences between self-reported and teacher preceived leadership styles existed. Little agreement existed between principals' self-reported leadership styles and organizational climate. However, agreement did exist between teachers' perception of principals leadership and organizational climate.

Levine, S.L. (1983, November). A developmental perspective on school leadership. Principal, pp. 23-28.

This article discusses why principals should be aware that adults as well as children pass through various stages in life. The author contends a developmental perspective helps clarify the experiences of the adults who work and grow in schools, adds insight to our understanding of burnout, and broadens the role and responsibility of the school principal.

Libros, Tracy. The Evaluation Manager: An emerging role in educational leadership (Doctorial dissertation Harvard University, 1982). Dissertation Abstracts International, 43/05A, 1372. (University Microfilms No. DE 082-23214).

This paper presents an alternative approach to dealing with problems of educational program evaluation which rests on the assumption that no matter how effectively evaluators perform their tasks and carry out their responsibility, the problems of evaluation cannot be resolved by improvment in that role alone.

Licata, J.W. (1983). Leadership in school administration - what constitutes performance legitimacy? NASSP Bulletin, 67 (462) 93-101.

The author suggest that the principal is judged on performance legitimacy, which refers to perception of a relative congruence between valved and observed performance of a leader after he or she assumes the leadership position. Discussed are the components of performance legitimacy.

Lindgren, H.C. (1982). Leadership, Authority, and Power Sharing. New York: Krieger.

The author uses examples to illustrate problems commonly faced by leaders, such as poor communication, low morale, poor motivation, and group divisiveness. The book concludes with a summary chapter outlining ways leaders can increase their effectiveness.

Little-Gottesman, B.R. (1982). A personal perspective of the appointed leader's role in creating an educational setting. (Doctoral dissertation, The University of North Carolina, 1982). Dissertation Abstracts International, 43, 651 A.

This study addresses the problem of the gap between the researcher's development of theory and the teacher's implementation of those theories in the classroom. A new model was developed, based on writings by Sarason and Brubaker. Application of theories of the model to the setting in a school, and the assessment of outcomes, resulted in the conclusion that situational complexity in the creation of a setting can lead to success or failure of the leader.

Little, N. (1984). Why women make the best principals. The High School Journal, 67, 77-80.

The history of women in education and in leadership positions has been traced from the middle 1800's to the present. This historical review indicates a reluctance to place women in educational leadership positions. Several studies proving that female administrators are superior to male administrators are quoted.

Lombardi, V.L., & Hildebrand, V. (1981). Modernizing administration. Education. 101, 270-272.

Declining enrollments in colleges and universities present special problems for the administrator, and ways are suggested for dealing with such problems. Require research and publication in area of expertise, use of a rotational scheme (where teaching assignments are given), and/or create jobs for misplaced administrators in the consolidation process are some suggestions.

Long, M. E. (1983). An investigation of teacher ratings of principals' emphasis on selected classroom activities and their relationship with teacher's satisfaction with perceived leadership performance in selected Georgia middle schools. (Doctoral dissertation, University of Georgia, 1983). Dissertation Abstracts International, 44, 1273-1274 A.

Data collected form 24 schools (24 principals and 564 teachers) utilizing the diagnostic Survey for Leadership Improvement and the Boyce Classroom Emphasis Scale were analyzed. The major conclusion that the two instruments were moderately correlated relative to total, item-by-item and factor-to-factor scores.

Look, E. & Manatt, R. (1984). Evaluating principal performance with improved criteria. NASSP Bulletin, 68, 76-81.

This article outlines criteria needed in effective performance evaluation systems for principals.

Lostetter, John (1981). Leadership and organizational behavior: Implications toward the effective and efficient management of the modern academic health center. (Doctoral dissertation, George Peabody College for Teachers of Vanderbilt University, 1981). Disseration Abstracts International 42, 1880A.

This study analyses the managerial/administrative structure commonly found in academic health centers with special emphasis on the medical school organization.

Lounsbury, J.H. (1983). Developing Effective Middle Schools - It's the Principal of the thing. NASSP Bulletin, 67, (463), 8-13.

Middle schools, says this writer, will ultimately succeed or fail based on how well they help transescents in their total development. The key to this success or failure is the principal.

Lundquist, M.B. (1984). Making decision - Is it educated guesswork? NASSP Bulletin, 68, 57-61.

This article outlines findings on decision making from a recent survey of high school principals and middle management executives. It also provides five recommendations for improving administrative skills.

McCallister, Henrietta R. (1981). Relationships between leadership style of elementary principals and role conflict between teachers and supervisors. *Dissertation Abstracts International, 42,* 4716A. (University Microfilms, No. 82-08, 464).

This study looked at the degree of role conflict and leadership style of the principal and it influences upon the degree of conflict between teachers and supervisors. Expectations of supervisory behavior for teachers and supervisors were considered as being congruent. Principals interpersonal and task orientations were significantly related to teachers perceptions and expectations of supervisors: The gap between teachers' perceptions and expectations of supervisors was not reduced.

McCleary, L.E. (1983). The urban principal: A new basis for leadership. *NASSP Bulletin, 67*(466). 8-11.

The author presents a view of principals as professionals and some of the qualities and characteristics that contribute to their effectiveness as leaders.

McCleary, L.E., Orlosky, D.E., Shapiro, A. & Webb,L.D. (1984). *Educational Administration Today.* Columbus, OH: Charles E. Merrill.

This book discusses the characteristics, responsibilites, and knowledge base necessary for today's educational leader in the setting of unprecedented awakening of state and national interest.

McDermott, D.F. (1984). A long-range approach to instructional leadership. *Educational Leader-ship, 41*(5), 64.

The Anchorage, Alaska school district has devised a two-year internship program for prospective principals that emphasizes instructional leadership. Having genuine administrative responsibility, these interns are trained to be skilled managers as well as instructional leaders. The program's emphasis is on the role of the principal as instructional leader.

McLaughlin, M. (1985). Attracting and retaining effective teachers: Implications for administrators. Thrust, 15(2), 29-31.

This study indicates the major role administrators play in getting and keeping top teachers.

McMahon-Dumas, Carmen Elethea. (1981). An investigation of the leadership styles and effectiveness dimensions of principals, and their relationship with reading gain scores of students in the Washington, D.C. Public Schools. (Doctoral dissertation, The George Washington University, 1981). Dissertation Abstracts International, 42, 1881 A.

The study focused on two dimensions of a principals' leadership style: task behavior and relationship behavior.

McPheron, Linda, Smith, Joan K., (1981). Women administrators in historical perspective toward an androgynous theory of leadership. Education Horizon, 60, 22-5.

Examines women as educational administrators and offers suggestions for a new pattern of educational leadership.

MacAdam, M. (1984). Multidemensional quality circle: Tool to renew the educational enterprise. Thrust, 13(4), 10-12.

Educational leaders must extinguish old reactive management views and behaviors and develop a proactive mentality that is positive, responsive, and organized. Multidimensional quality circles can provide opportunities for learning, applying, and reinforcing proactive management skills. To be successful, the administrator must recognize that the individual, the work team, and the organization are separate cultures - a conqruent cultural foundation must be laid.

Madaus, G., and Greaney, V. (1985). The Irish experience in completency testing: Implications for American education. American Journal of Education, 93, 268-294.

The move in the U.S. to use competency tests for grade-to-grade promotion decisions is likely to have far-reaching effects.

Malaka, Mary Ellen Lillian. (1981). Leadership differences among public school principals relative to locus of control, role conflict, and role ambiquity. (Doctoral dissertation, United States International University, 1981). Dissertation Abstracts International, 42, 1410A.

Measures the perceived leadership styles of public school administrators and compares the styles with effectiveness, role conflict, role ambiguity, and locus of control.

Mamarchev, Helen Lorraine, (1981). Leadership behavior style, individual receptivity to change, and implementation efforts: A follow-up study of workshop participants. (Doctoral dissertation, The University of Michigan, 1981). Dissertation Abstracts International, 42, 1963A.

A follow-up research design, involving counselor self-evaluation, an outside expert's assessments, and on-site interviews, was used with Life Career development system (LCDS). Facilitator's workshop participants from Georgia between 1975 and 1978 identify factors classifying counselors as "Low", "Moderate," and "High" implementors.

Manasse, L. (1984). Principals as leaders of high-performing systems. Educational Leadership, 41(5), 42-46.

Organizational vision is essential for effective leadership. To achieve excellence, the school leader must have the skills necessary to bring all the individuals and subsystems into congruence so that all work toward a common goal. Leaders must define the organization's basic purpose and transmit this purpose to others.

Marcial, G.E. (1984). Department supervisor--are they line or staff administrators? NASSP Bulletin, 68(472), 87-89.

Department chairpersons hold both line and staff responsibilities. Their major task, however, is helping teachers grow and this involves much human relations skill. Therefore, "line" roles should be minimized.

Marion, B.A. (1983). A naturalistic study of the experiences of first-year elementary school principals. Dissertation Abstracts International, 44, 939-A.

In this study, the experiences of four first-year principals were examined. Findings presented indicated that the preparation of elementary school principals should be shared responsibility.

Mark, S.F. Leadership in higher education: A critical review of sex differences. Journal of Educational Equity and Leadership, 1981, 1(3), 180-200.

Research is reviewed concerning women in the various roles of high education.

Marks, Walter L., and others. (1981). Leadership for the twenty-first century. Theory into Practice, 20, 213-89.

Series of eight articles dealing with leadership of educators in preparation of what will be happening in the very near future in the field of education.

Articles are: Anticipatory leadership and resource management in the future (Fantini), Power, leadership and participatory management (Kantor), Administering learning enviroments in the twenty-first century, (Hoyle), The superintendant as societal architect (Marks), Leadership theories for principles (Nystrand), Educational change: it can work to your advantage (McMurrin), International networking: expanding vistas for leadership developemnt (Culbertson), Berman-Leadership and Life-long learning.

Marks, M.B. (1983). Teacher leadership in staff development. Educational Research Quarterly, 7(4), 2-5.

This article discusses the leadership roles and responsibilities of classroom teachers who supervise student teachers or who lead teacher inservice programs.

The author proposes to give recognition to these conscientious, deserving teachers through a new classification of teachers, the *Teacher-Leader*. These *Teacher-Leaders* would play integral parts in the improvement of the school's educational programs. The article also presents a possible job description for a *Teacher-Leader.*

Markham, S.E., & Scott, K.D. (1983). A component factor analysis of the initiating structure scale of the leadership behavior description questionaire, form X11. *Psychological Reports, 52*(1), 71-77.

Research was performed to test the effectiveness of using group-oriented leadership questions to measure group-oriented leadership behavior. One hundred seventy-five subjects (average age 37 years) in a workforce responded to the Initiating Structure Scale of the Leadership Behavior Description Questionaire, Form XII, and the responses were factor analyzed. The correlation matrix was recomputed for the supervisory unit level and for the residual scores of the subjects after removing the effects of group membership using the technique recommended by R. Dansereau. The study found that using group-oriented leadership questions does not guarantee group-oriented results.

Marshall, S.A., & Heller, M. (1983). A female leadership style could revolutionize shcool governance. *The American School Board Journal, 170,* 31-32.

Examines the role of women in the governance of public education. Demographic data and a number of ways women school board members differ from their male counterparts, based upon 210 school board members responses to a survey are noted.

Mars, David. (1981). Creativity and Public Leadership. *Journal of Creative Behavior,* *15*(3), 199-204. (From Psychological Abstracts, 1982, 68, Abstract No. 6866).

Discusses the need for leaders in public urban organizations to encourage more creative behavior on the part of members of their organization. Suggestions to accomplish this are included.

Martin, M.D. (1983). An assessment of changes in leadership styles of interns relating to supervisors in an administrative career development program. *Dissertation Abstracts International, 44,* 939-A.

Findings presented in this research summary indicate that mentors and interns move closer in overall attitudes at the conclusion of the intership.

Martin, W.J., & Willower, D.J. (1981). The managerial behavior of high school principals. *Educational Administration Quarterly,* *17*(1), 69-90.

This study applied the structured observation technique developed by Mintzberg to the high school principalship observation of the activities performed by five principals resulted in a characterization of shcool administration that paralleled private sector management in many respects.

Mayher L.T. (1983). You have the power to defend excellence in teaching. *The American School Board Journals.* *170*, 19-21.

This article provides a number of recommendations to provide for excellence in school. Leadership is one aspect addressed.

Mechling, K.R. (1983). Taking charge: How principals can improve school science programs. *Principal,* *62*(1), 16-21.

Those who would improve science education need the support of a key link in the process - the school principal. This article suggests that the principal, as the curriculum leader, must become an advocate for the subject and process of science. It includes a checklist to find out the strengths and weaknesses of a schools current science program.

Miller, W.C., & Vruggink, E. (1983). Needed: A building - level instructional leader. *The Clearing House, 56*, 321-323.

The authors contend that establishing the position of leader of instruction as an alternative to the present traditional building principal may be one way of placing the emphasis on what we value - improving student learning.

Miller, W.C. (1981). Staff morale, school climate, and educational productivity. *Educational Leadership, 38*, 483-486.

The author asserts that student achievement, teacher attitude, and an environment that fosters learning are all influenced by the quality of administrative leadership.

Miller, W.J. (1982). A study of principal contingency leadership in elementary school organizations. *Dissertation Abstracts International, 43*, 2189A. (University Microfilms No. 82-27570,149).

This study investigated the moderating effect which teacher self concept, role clarity, task structure, leader power, and leader-member relations have on the relationship between perceived leader behavior and teacher work expectancy, motivation, and student achievement. The findings did not find any relationship between perceived leader behavior and all the variables under study.

Moomaw, W. (1984). Participatory leadership strategy. *New Directions of Higher Education, 3*, 19-30.

This article focuses on the chief academic officer and his/her knowledge of the change process. An examination of two approaches to academic leadership is presented: the bureaucratic model and the participation model.

Moore, A.H. (1983). High-level leadership: An exploratory study of the dynamics of the job of presidents of public two-year colleges in the state of Ohio. (Doctoral dissertation, The Ohio State University, 1983). *Dissertation Abstracts International, 44*, 942A.

Twenty-one presidents of public two-year colleges in Ohio participated in this exploratory study which focused on three broad questions: (1) What are the elements of the chief executive's job? (2) What are the factors that shape the chief executive's job? and (3) How do these factors interrelate? Findings were reported on the (1) composition profile of the elements of the job; (2) patterns of similarity and variance; (3) dynamic relationships between and (4) among the four variable sets.

Moritz, H.E. Studying the leaders of classical antiquity. Los Angeles, California. Paper presented at the annual meeting of the American Educational Research Association, 1981 (ERIC Document Reproduction Service No. ED 199180).

This paper describes a graduate seminar for educational administrators, using works of ancient Greek and Roman Literature as bases for the consideration of organization and leadership problems identified in theoretical literature. The purposes of the seminar were: (1) to provide historical perspective on the problems of leadership; (2) to provide analysis and discussion case studies which could be approached with considerable objectivity by virtue of their time and distance in space.

Murphy, J., Hallinger, P., & Mitman, A. (1983). Problems with research on educational leadership: Issues to be addressed. Educational Evaluation and Policy Analysis, 5, 297--305.

Four important methodological problems in the area of educational leadership are examined: the limited generalizability of findings, the lack of explanatory models, the lack of behavioral indicators for leadership, and the premature application of research findings. Additional problems are noted in relation to organizational concepts of management and leadership, technology, and power and authority.

Murphy, J., Hallinger, P., & Peterson, K.D. (1985, October). Supervising and Evaluating Principals: Lessons from Effective Districts. *Educational Leadership*, pp. 78-82.

This article deals wiwth the results of several studies in California in which the supervision and evaluation of principals was examined. The examination was threefold: (1) district effectiveness, (2) leadership activities of superintendents, and (3) coordination of work activities of principals.

Nachtigal, P. (Ed.). (1982). Rural education: *In search of a better way.* Boulder, Colo.: Westview.

As the result of a study on rural school improvement, the editor provides a framework which analyzes the factors affecting rural education and the efforts to improve it. Included among the factors is the aspect of leadership.

Natriello, G., McDill, E.L., & Pallas, A.M. (1985, September). School Reform and Potential Dropouts. *Educational Leadership*, pp. 10-14.

The main reasons students drop out of school are poor grades and family and money problems. Raising standards for time spent in school, content of the curriculum, and amount of homework may further compound students' problems and cause even more of them to drop out.

Neale, D.C., Bailey, W.J., & Ross, B.E. (1981). *Strategies for school improvement: Cooperative planning and organization developement.* Boston: Allyn and Bacon.

Describes four approaches for moving a school through the stages of organization development. The approaches are: (1) Havelock's Linkage Model, (2) Schmich's Organization Developemnt, (3) Goodlad's Responsive Model of Educational Improvement, and (4) The Rand Change Agent Study Model.

Neubauer, W. (1982). Dimensional structure of the implicit leadership theory among supervisors. *Physhologie Und Praxis* (Germ.) 26(1), 1-11. (From Psychological Abstracts, 1982,68, Abstract No. 11475).

Investigates the structure of implicit leadership theory concerning individual assumptions about the effectiveness of special patterns of leadership behavior according to members who did or did not meet leaders expectations about a co-worker. It is based on a sample of 90 supervisors.

Nightingale, P.W. (1983). Leadership styles and task maturity. (Doctoral dissertion, Columbia University Teachers College, 1983). Dissertation Abstracts International, 44, 375A.

In a field test of some aspects of Hersey and Blanchard's situational leadership theory, the relationship between leaders' styles and the task specific achievement motivation of teachers in effective schools was studied. Conclusions drawn from the data were that schools could attain effectiveness without matched leadership style and motivation level, that heads of departments, rather than princials, probably provide leadership in curriculum tasks, that sex differences are a factor in leader-follower relationships, and that further testing of situational leadership theory should be undertaken.

Nolan, J.S., & Harly, H.F. (1984). Followership=leadership. Education, 104, 311-312.

This article discusses the relationship between followership and leadership. Research has proliferated on each as individual topics, but little has been done to show a relationship between the two. The two are essentially complementary in nature.

Nowakowski, J.R. (1983). On educational evaluation: A conversation with Ralph Tyler. Educational Leadership, 40,(8), 24-29.

Tyler's leadership in education and evaluation spans half a century. In this interview, he explains his role in some of the significant developments in American education, including the Eight Year Study. He says an administrator should be a "person who helps make possible what others dream and hope they can do."

Obert, S. (1981). Where, then, shall I dump my garbage? A case study of trainer development. Group and Organization Studies, 6(1), 34-44.

A 4-stage model of trainer development to help the young trainer identify, deal with, and work through his or her reactions to participants is described.

Olivier, P.S. (1984). Making the right kind of change happen. Thrust, 13(5), 9-10.

To change an education system, leaders must plan for change in an organized and systematic manner. Plans for change should involve all levels of personnel and must reflect the needs of the local situation. The administrator must be the primary change agent.

Ornstein, A.C. (1985). Controversy and trends in curriculum for the 1980's. Contemporary Education, 56, 242-249.

It is crucial we debate the questions about what we should teach and how it should be organized.

Overton, Arthur Wayne. A validation of the Vroom-Yetton contingency model of leadership behavior in a public school setting. (Doctorial dissertation, Hofstra University, 1982). Dissertation Abstracts International, 43/05A,1377. (University Microfilms No. DEO 82-23887).

The Vroom-Yetton contingency model of leadership behavior was tested in an educational setting. It was hypothesized that school administrators would make a higher frequency of successful decisions and a lower frequency of unsuccessful decisions by utilizing the Vroom-Yetton model than they would if they did not use the model. The study did not support the hypothesis.

Padover, W. (1982). The relationship between leadership of elementay school principals and satisfaction of elementary school teachers during declining enrollemnt. Dissertation Abstracts International, 43, 2848A. (University Microfilms No. 83-01809,128).

This study examined the relation between school enrollment trends (declining and non-declining), principal's leader behavior (consideration and initiation of structure) as perceived by teachers in their schools, and teachers' job satisfaction. The significant findings of the study showed that the degree of initiation of structure of principals as perceived by teachers in their schools was lower for teachers in schools with declining enrollment that in schools whose enrollment was not declining.

Pajak, E. and Seyfarth, J. (1983). Authentic supervision reconciles the irreconcilables. Educational Leadership, 40(8), 20-23.

Presented in this article is a strategy derived from Gestalt phychology that may be useful to supervisors who wish to improve their authenticity, particularly the expression of self over role.

Parker, J. (1985, April). A five-step process to help educators decide how to use computers in schools. NASSP Bulletin, pp. 2-8.

Principals must think aobut how to utilize computers in their school with regard to the improvement of instruction. The author describes a five-step procedure for principals to follow so that educational goals may be obtained.

Parks, D. J. (1983). Leadership in times of austerity. Educational Leadership, 40(5), 11-13.

During times of austerity, leaders are forced to reduce the tangible monetary rewards and focus their teachers' attention on intangibles. These rewards, the author contends, must be based on achievement on work goals.

Paul, Marcia Fauth. Power, leadership, and trust: Implications for counselors in terms of organizational change. Personnel and Guidance Journal, May, 1982, 60, 538-41.

This article sets forth a brief overview of the constructs of power, leadership and trust as they occur within the context of human relationships in organization settings. It then presents some implications for counselors in human service delivery systems, particularly the schools, to enhance their being a significant influence in their organizations.

Peck, R.D. (1984). Entrepreneurship as a significant factor in successful adaptation. *Journal of Higher Education*, *55*(2), 269-285.

The author hypothesized that the nature of leadership is important to the success of small colleges. Twenty institutions of less that 2500 enrollment that experts identified as successful were selected for the study. He identified seven characteristics of successful small colleges. They were: (1) a sense of mission and purpose, (2) opportunity consciousness, (3) innovation and creativity, (4) intutition of leaders, (5) administration through people (as opposed to tasks), (6) effectiveness more important than efficiency, and (7) well run operations. He concluded that classical management theory is not applicable to small college administration in a time of flux.

Pellicer, L.O. (1982). Providing instruction leadership - A principal challenge. *NASSP Bulletin*, *66* (456), 27-31.

This aritcle defines instructional leadership and discusses the problems principal have in being in a position to provide instructional leadership.

Perez, Roberto Cruz. (1981). A study of the leadership styles of Mexican American educational administrators in selected Texas Public schools. (Doctoral dissertation, The University of Texas, at Austin, 1981). *Dissertation Abstracts International*, *42*, 946A.

Explores the leadership styles of Mexican American Educational Administrators in selected Texas Public schools.

Peterson, M.F., & Cooke, R.A. (1983). Attitudinal and contextual variables explaining teachers' leadership behavior. *Journal of Educational Psychology*, *75*(1), 50-62.

Focus of this article is on identifying the ways in which individual and organizational variables affect the classroom leadership behavior of teachers. Results of the study conducted by the authors indicate that the openness of interpersonal relations among the teaching staff and the teachers' assessments of their students may have an effect on their leadership behavior.

Phillips, G. & McColly, B. (1982). The Japanese model of management: Will it work for high schools? *NASSP Bulletin*, *66*(457), 82-86.

High School principal Bill McColly explored shared decision making and participatory management as a facet of the school's instructional program. The decision-making model produces decisions that are "win/win" rather than "win/lose." This model has been described as synergistic management, and follows the general theme of continuous improvement. Synergistic management involves all elements of the school community to identify and mobilize new sources of assistance.

Pimentel, D. C. (1982). A study of the relationship between perceived leadership styles of elementary school principals and levels of teacher satisfaction with participation in decision making. *Dissertation Abstracts International*, *43*, 2190A. (University Microfilms No. 82-29130,177).

This study sought to assess teacher satisfaction with participation in decision-making as affected by the principal's leadership style. Results revealed that an elementary principals' leadership style has little bearing upon teachers' satisfaction with participation in decision-making. Additional results were that age, educational level, and teaching experience are associated with the amount of participation a teacher desires to be satisfied with his participation in decision-making, and that younger, less experienced teachers will seek more participation in decision-making than older or more experienced teachers.

Pitner, N.J. & Ogawa, R.T. Organizational leadership: The case of the school superintendent. *Educational Administration Quarterly*, 1981, *17*(2), 45-65.

Three studies involving the school superintendents behavior and work attitudes were reviewed. It was found that the superintendent plays a role of mediating and communicating and superintendents feel constrained by social and organizational structures.

Pitner, N.J., & Charter, W.W., Jr., (1984, November). *Principals influence on teacher behavior: Substitutes for leadership. Final Report*. Eugene: Oregon University, Center for Educational Policy and Management. (ERIC Document Reproduction Service No. Ed 251 941).

This report is a review of the leaderhsip literature, a cross-sectional correlation study, and a series of in-depth teacher interviews, all of which were parts of a study to understand conditions under which a principal can lead.

Poag, L.A. (1981). The influence of communication management on organizational communication climate in a university where a merger has occurred. *Dissertation Abstracts International*, *43*, 2495A.

This research sought to identify administrators' perceptions of communication management variables; to describe specific communication management methods or styles; and to determine the communication management factors which characterize satisfying work environments for faculty.

Poore, D.E.,Jr. (1983). Instructional leaderhip styles of middle school principals (Doctoral dissertation, University of Pennsylvania, 1983). *Dissertation Abstracts International*, *44*, 978-979A.

A questionnaire, Styles of Instructional Leadership, was developed and validated, on determining the instructional leadership styles of principals, based upon Glatthorn's theoretical work on situational aspects of instructional leadership.

Price, F.L. (1983). The relationship of leadership behavior on the principal's influence on selected populations in two districts of the Chicago Public School System (Doctoral dissertation, George Peabody College for Teachers of Vanderbilt University, 1983). Dissertation Abstracts International, 44, 944-945A.

The directional behaviors and the motivational behaviors of elementary school principals were investigated in contexts which included teachers, parents, businessmen, and the principals themselves.

Quinby, N. (1985). Improving the Place Called School: A conversation with John Goodlad. Educational Leadership, 42, 16-19.

Cosmetic changes can be legislated and mandated; The way children and youth acquire knowledge and way of knowing cannot.

Rauch, Sidney, (1981). Administrator and the reading program: The need for reading leadership. Reading World, 21, 76-8.

How administrative leadership can benefit and make successful the reading program in the school. Suggestions and recommendations on administrative actions are given.

Redinbaugh, L.D., & Redinbaugh, D.F. (1983). Theory Z management at colleges and universities. Educational Record, 64(1), 26-30.

The authors contend that college and university administrators can follow thirteen steps to implement theory Z management.

Reilly, D.H. (1984). The principalship: The need for a new approach. *Education*, *104*, 242-247.

A conceptual framework is developed to provide a new approach to the principal as the "school leader," not the "instructional leader." The framework developed defines the principal's duties as program planning, implementation, and evaluation. The author discusses implementation, training, and practice for this framework.

Rice, R.W. (1981). Leader LPC and follower satisfaction: A review. *Organizational Behavior & Human Performance*, *28*(1), 1-25.

Reviewed research realating to least preferred co-worker scale and follower satisfaction. Discussed in terms of both theoretical extensions and organizational practices based on the theory.

Richardson, R. & Thompson, B. *Measuring power orientations of school administrators*. Dallas, Texas: Paper presented at the annual meeting of the Southwest Educational Research Association, 1981 (ERIC Document Reproduction Service No. Ed 200615).

The validity of an instrument which purports to measure followers' perceptions of a leader's power base usages, the Richardson Power Profile (RPP), was investigated. Also, compared were the perceptions of power base usage derived by concurrently administering two instruments, the RPP and the Power Perception Profile-Perception of Others. Teachers and administrators were the subjects of this study.

Richmond, J.D. (1982). Building-level leadership in the urban school system. *Dissertation Abstracts International*, *43*, 2191A. (University Microfilms No. 82-27793,338).

This study seeks to determine what principles, practices, and characteristics are considered most significant by the practitioners who are building-level administrators in the school systems of the major urban centers of Ohio. Principals generally indicated strong agreement with identified principles and practices in curriculum and instruction, management, climate, personnel administration, student affairs, professional development, self-improvement, school-community relations, and the school and the law.

Ringle, P.M. & Savickas, M.L. (1983). Administrative leadership: Planning and time perspective. *The Journal of Higher Education*, *54*, 649-661.

This article discusses the time dimension as it relates to leadership planning. An institution's use and subjective experience of time is a primitive predicate of college adminstration. If administrators assume the responsibility for readjusting the subjective clock, a climate and environment conducive to planning can be developed and fostered. An administrator should assume protective responsibility; view decisions as questions, not answers; and create continuity within the organization.

Rist, M.C. (1983). The dual principalship might be the costliest economy move you'll ever make. *American School Board Journal*, *170*(1). 29-30.

Saving money is only one of a number of factors to keep in mind if you are considering implementing the dual principalship according to this article. Before deciding, all the factors should be considered in light of the unique characteristics and needs of the system and the individual schools involved.

Roach, D.R. (1982). Perceived principal effectiveness as a function of the realtionship between leadership style and job related maturity of elementay teachers. *Dissertation Abstracts International*, *43*, 3774A. (University Microfilms No. 83-08799,181).

This study attempts to apply the Hersey and Blanchard Life Cycle Theory of Leadership to an elementary setting. This theory maintains that in order for leaders to be effective, their leadership styles must vary to concide with the job related maturity of the followers. This study was made to try to measure job related maturity in elementary teachers and perceived effectiveness in principals. The findings of this study indicated that principals, whose leadership style matched the job related maturity of the teachers, did not receive significantly high perceived effectiveness ratings from either teachers or superordinates than principals whose leadership style didnot match the job related maturity of the teachers. It was concluded that the Hersey and Blanchard Life Cycle Theory of Leadership is not supported in this study.

Rocksborough-Smith, Brian M. (1981). The relationship of leader behavior in principals to participaation in renewal programs. *Dissertation Abstracts International, 42*, 3375A. (University Microfilms No. 8200924,175).

This study investigated the relationship between the extent of principal's participation in professional self-renewal activities and teachers' perception of their leader behavior. No statistical relationship was found between the variables.

Rogus, J.F. (1983). How principals can strengthen school performance. *NASSP Bulletin*, *67*(459), 1-7.

The research efforts on effective schools have been extensive, states the author, who presents a checklist that principals can use to help improve their school.

Rohr, K.K. (1984). Training administrators. *Spectrum*, *2*, 14-19.

Montgomery County, Maryland, Public Schools has created an extensive staff development program for current and potential administrators. The program includes (1) leadership training to help participants make career decisions and acquaint them with various issues in administration, (2) an internship program, (3) an assessment center, and (4) inservice training.

Rothberg, R.A. (1984). Trust developement: The forgotten leadership skill. *NASSP Bulletin*, *68*, 18-22.

The author outlines key behaviors involved in developing trusting relationships in the workplace.

Ruffin, S.C., Jr. (1983). Trends in urban education: Strong leadership generates positive image. *NASSP Bulletin*, *67*(466).

This author contends that urban education is moving back into the mainstream of American education. The article presents an overview of the status of American urban education. The author contends that this upward movement is due to strong positive leadership influences in the urban school.

Ruskamp, J.A. Jr. Analysis of the effect of principal leader behavior on the principal's influence. (Doctoral dissertation, Loyola University of Chicago, 1981). Dissertation Abstracts International, 41, 4922-A.

Purpose: To determine what specific leader behaviors are most effective in transmitting the elementary school principal's influence to selected target populations. Consideration behavior was more influencial than initiating structure behavior.

Rutherford, W. (1985, September). School principals as effective leaders. Phi Delta Kappan, pp. 31-34.

This article points out that effective principals differ from less-effective principals in five areas: (1) vision, (2) translating the vision, (3) a supportive environment, (4) monitoring, and (5) intervening.

Rutherford, W.L. (1984). Styles and behaviors of elementary school principals: Their relationship to school improvement. Education and Urban Society, 17, 9-28.

This study indicates that principals who have clear goals for their schools, provide active, visible leadership, and closely monitor the school's progress in accomplishing the expected improvement, are consistently assessed as more effective, regardless of criteria for judging. The article also stresses the need to distinguish between principal style and behavior.

Rutherford, W.L. (1984). Preparing principals for leadership roles in school improvement. Education and Urban Society, 17, 29-48.

This article details a program used effectively in training a group of principals in a large school district as part of a change implementation effort. The author concludes that consideration of principals' "stages of concern" should be a key element in the planning and conduct of any principal training.

Sange, P. (1982). Leadership training for secondary principals and department heads. Educational Leadership. 40(1), 55.

The Instructional Leadership Project (ILP) was employed in Ann Arundel County, Maryland to improve instructions and reduce student disruption by meeting staff development needs of principals and department chairpersons. Implimentation of the program is discussed. The article concludes with early findings from data indicating positive change occurring.

Saporito, R.E. (1983). A description of the leaderhip behavior of deans and directors in continuing education in two and four year colleges and universities. Dissertation Abstracts International, 44, 1655A.

This research had as its goal to describe the leadership behavior of the dean or director of continuing education in two and four year colleges. It attempted to find a difference in the leadership description as perceived by the dean, subordinate, and the superior administrator.

Scammahorn, J. & Others. Leadership in continuing education: Major challenges of the future. Continuum, 1981, 45, 11-17.

Develops a matrix of managerial variables which are fundamental to the administration of continuing education programs, including organizational models, financing and budgeting, faculty relationships, management skills, and human resources.

Scott, P.F. (1982).. Establishing influence: A case study of a newly appointed principal's strategies for developing influence within a public high school. Dissertation Abstract International, 43, 3775A.

This research spanned the first two years of a newly appointed principal to a high school which had been having difficulty with a lingering problem of racial tension. Focused upon were the following elements: identification of the new principal's strategies for building power, influence, and change; examination of possible antecedents of these strategies; and exploration of both the positive and negative consequences of the strategies employed.

Seely, D.S. (1984). Who, when, what, where, why of educational leadership. School Administrator, 41, 10-11.

There is a need for change in educational leadership. Principals have been trained to be managers first and leaders second. The author indicates current educational needs demand that principal-training priorities be reversed.

Senigaur, Edward. (1981). The teacher's perception of the principal's leadership behavior and faculty morale: Their impact on student achievement. Dissertation Abstracts International. 42, 4679A. (University Microfilms No. 82-10,436).

This investigation studied the impacts of the teacher's perception of the principal's leadership behavior and faculty morale on student achievement. The study found no significant, positive, impacts between teacher's perception of the principals leadership behavior, faculty morale and student achievement.

Sergiovann, T.J. (1984). leadership and excellence in schooling. Educational Leadership, 41(5), 4-13.u

Excellent schools are the result of excellent, not merely competent, leadership. An excellent school leader must develop a leadership density pattern which incorporates five leadership forces-technical, human, education, symbolic and cultural.

Sergiovanni, Thomas J. (1982). Ten principles of quality leadership. Educational Leadership, 39(5) 330-335.,

Sergiovanni discusses the strategies and tactical requirements of leadership and relates them to the ten principles of quality leadership pictured in the 10-P Model of quality Leadership.

Sergiovanni, T.L., & Corbally, J.E. (Eds). (1984). Leadership and organizational culture: New perspectives on administrative theory and practice. Urbana: Unviersity of Illinois Press.

The book is a compliation of lectures and papers. It begins with general theory about leadership and organizatins as cultural systems, then proceeds to examine how theory can be applied to educational administration.

Sharp, K.J. (1983). I/D/E/A program emphasizes principals as number one learner. *NASSP Bulletin*, *67*(459). 96-101.

The I/D/E/A program for the professional growth of principals has been highly rated by participants. The author describes the program, its benefits, and how principals can initiate one in their district.

Sharp, K.J. (1983). An investigation of a principal's professional support group and the effects of the support group on the principal's instrumental, supportive, and particiatory leader behaviors. *Dissertation Abstracts International*, *44*, 1655-1656A.

The purpose of this study was to investigate the strengths of a principal's professional support group as a delivery system for principal inservice education.

Shareatpanahi, M. (1982). The relationship between gender and perceived leader behavior of male and female elementary school principals. (Doctoral dissertation, University of San Francisco, 1982). *Dissertation Abstracts International*, *43*, 618A.

The Leader Behavior Description Questionnaire (LBDQ) was used to determine the differences of male and female principals' in self-ratings, differnces of male and female principals' leader behavior as perceived by teachers and congruencey between teachers' and principals' opinions of the principals' leader behaviors when teacher and principal were of the same gender and of opposite gender. The general trend was that male teachers rated male principals higher and female teachers rated female principals higher.

Sherman, T., (1985). Learning Improvement Programs. The *Journal of Higher Education*. *56*, 85-100.

This article selectively reviews the research on effective learning in order to illustrate changes in how learning processes are understood.

Shiflett, S. (1981). Is there a problem with the LPC score in leader match? Personnel Psychology, 34, 765-769.

The cutting scores defining high and low LPC were specifically questioned due to inadequately developed norms and the alteration of the LPC from 16 to 18 items.

Sinetar, M. Developing leadership potential. Personnel Journal, 1981, 60(3), 193-196.

Once a person is identified with high leadership potential the major organizational task of developing the person into a manager must be begun. Programs for this developemnt must provide a deep understanding of human nature and of the self.

Sisk, D. (1985, September). Leadership development: Its importance in programs for gifted youth. NASSP Bulletin, pp 48-54.

This article stresses the fact that leadership skills need to be a part of the gifted program.

Smith, J.M. (1984). Taking humpty dumpty out of the curriculum. NASSP Bulletin, 68, 103-107.

The term "curriculum" is used with different meanings. The author proposes a definition and stresses the need for educational leaders to clarify the term.

Smith, M.L. (1981). Educational policy making and women: A look at a region. The High School Journal, 64, 317-321.

Linking and collaboration are seen as more than viable options; they are preceived as absolutely essential, if women are to become influential.

Synder, K.J. (1984). Preparing principals to manage productive schools. A neglected dimension of teacher education. Journal of Teacher Education, 35(2), 55-57.

The author presents ten newly defined competencies, drawn from reports of successful corporate organizations and the literature on effective school, in which principals must be trained if they are to manage productive schools. Along with the management productivity model, the successful leader would also require a personal sense of mission.

Southerland, T.P. (1983). Do you have a plan of success for your school? *The Clearing House*, *57*, 158-162.

This author discusses how an educational leader can become effective in improving his school's learning program. The article presents several things that an educational leader can do to help the school meet its objectives. The author contends that the school is a business, and one cannot be a successful educational administrator unless good management procedures are studied and adopted in the management of the school.

Spalding, B.E. (1982). The role of the IGE principal as instructional leader. (Doctoral dissertation, University of Cincinnati, 1982). *Disseratation Abstracts International*, *43*, 1382A.

Role expectations and performance effectiveness of the principal as an instructional leader was the focus of this study. Results indicated that central office staff differed significantly with principals on role expectations held for the principal.

Spina, J.D. (1982). An analysis of th relationship among time imagery, dogmatic leadership styles and job control perceptions of elementary school principals. *Dissertation Abstracts International*, *43*, 2527A.

The question of relationships among the perceptions of time held by elementary school principals, degree of dogmotism in their leadership styles and perceptions of the degree of internal/exteral control that exist in their job environments was addressed in this piece of research.

Spindler, J.P., & George, P.S. (1984). Participatory leadership in the middle school. *The Clearing House*, *57*, 293-295.

Participatory decision making can result in an increase in school productivity and effectiveness without a concomitant expediture of funds. Participatory mangement-team approach-is particularly effective in the middle school. The participatory model allows the principal to be an instructional leader.

Stedt, J.D., & Fraser, H.W. (1984). A checklist for improving teacher morale. NASSP Bulletin, 68(470), 70-81.

The authors present a system to help the principal define morale in behavioral term, administer an instrument to teachers, and make adjustments to improve morale. The Behavioral Morale Checklist (BMC) allows the principal to conceptualize morale as a set of overt behaviors.

Stiegelbauer, S.M. (1984). How principals facilitate change in the schools (R & DCTE Review, II). Austin: University of Texas, Research and Developement Center for Teacher Education.

The R & DCTE at the University of Texas studied nine principals implementing a curriculum innovation in their schools. The study showed that principals do vary in their approach, and do so with varying effects. Data revealed three distinct styles: responder, manager, initiator.

Stiggins, R. J. (1985, October). Improving assessment where it means the most: In the classroom. Educational Leadership, pp. 69-74.

This article views assessment from inside the classroom. Principals must report consistent, scientific and objective test scores to the public. Principals must serve as both accountability agents and instructional leaders.

Seldin, C.A., & Maloy, R.W. (1981). Public school grant writing: Educational innovation in times of retrenchment. The Clearing House, 54, 330-333.

This is one answer to meeting retrenchment - so long as the grant writing efforts are self supporting.

Swent, B. (1984). How administrators cope with stress. *Theory into Practice, 22*(1), 70-74.

A total of 1,245 school administrators were questioned on ways they handled stress, either by physiological activity, cognitive and psychological activity, or interpersonal and organizational management activities. More than 85% used exercise or physical labor as coping techniques. More than 55% of the responses involved separting self from working conditions.

Sykes, G. (1983). Caring about teachers. *Teachers College Record, 84*(3), 579-592.

This article contends that if capable college graduates are to be attracted, retained, and sustained in teaching, concentration must be placed on enhancing the quality of teacher work life rather than on improving technical control over instruction through bureaucratic measures.

Taylor, R.G. (1984). Assessing the strength of communication channels using sociometric techniques. *Education*, *104*, 300-304.

The author analyzes social relationships within a large organization. The inquiry techniques used involve asking each member of the staff to indicate in graph form which parts of the organization communicate well. The results, when tallied in sociographs, provide management with a preliminary diagnosis of interdepartmental relationships.

Taylor, R.G., Jr. (1981). Developing support for public education in the 80's. *Education*. *101*, 223-225.

A trend analysis of values of education for the past, and with projections for the future. Author relates motivation for teaching to motivation for learner. Emphasis in economic arena suggests present opportunity for imagination and action in relation to the financing of public education.

Taylor, V.L. (1984, January/February). Are you gifted principal? *G/C/T/*, pp. 16-18.

Gifted children need a gifted principal. A gifted elementary principal should be able to answer "yes" to the majority of the questions in the author's checklist.

Tanner, L.N. (1983, November). Curriculum history and educational leadership. *Educational Leadership*, pp. 38-39+.

This ariticle contends that we are missing the boat in the curriculum field by not considering the history of the curriculum field enough. It contends that we should study our past experiences in the curriculum field in order to use these experiences to construct new and better ones in the future.

Taylor, Gary L. (1981). Leadership style and secondary school climate. *Dissertation Abstracts International* *42*, 4242A-4243A. (University Microfilm No. 82-06, 186).

This study measured the degree of change during the School Climate Improvement Project of the Colorado Department of Education in leadership style adaptability and effectiveness and the school climate quality. The investigation has shown that the climate quality of the secondary schools improved during the School Climate Improvement Project. No relationship was found between school climate quality and leadership style adaptability and effectiveness.

Taylor, George Edwin. The National Conference of Professors of Educational Administration and changing perspectives in educational leadership (Doctoral Dissertation, The University of Akron, 1981). *Dissertation Abstracts International*, *42*, 954A.

Research effort that investigated the organization development, and the activities of the NCPEA. Also explored the developemnt of educational administration as a field of study

Thoenig, J.C. (1983). Discussion note: Research mangement and mangement research. *Organization Studies*, *3*(3), 269-275.

The author discusses a trend in management research toward a preoccupation with academic trivia, an unwillingness to question theories and variables, the attachment of greater importance to methods than to quality of reasoning, and to an indifference to what is not quantifiable. Institution arrangements have reduced research to a conformist exercise.

Thomas, M.D. (1984). How can school leaders be courageous? *NASSP Bulletin*, *68*, 36-40.

The author defines courage in educational settings and explores the developemnt of conditions that allow courageous actions.

Thompson, J.,& Cooley, V.E. (1984). Improvement in leadership, curriculum, and staff development can lead to long-term gains. *NASSP Bulletin*, *68*, 1-6.

This article stresses the need for improvement in the critical areas of educational leadership, curriculum development, and staff development.

Torbert, W. R. (1983). Executive mind, timely action. *ReVision*. *6*(1), 3-21.

Theoretical models are proposed to describe how great leaders use self-evaluation and critical support of their colleagues to reach the right decision at the right time.

Toulyaki, Monsour (1981). The leadership behavior of the academic department chairman: Expectations and perceptions of deans, chairmen, faculty members, and students at selected institutions of higher learning. (Doctoral dissertation, Oklahoma State University, 1981). *Dissertation Abstracts International*, *42*, 1996A.

One purpose of this study was to describe the expectations and perceptions of deans, chairmen, faculty members, and students of the leadership behavior of the academic department chairman. Another purpose, closely related to the first one, was to determine whether these groups' expectations and perceptions differed significantly from one another.

Trachlenber, Stephen. (1981). Not what it's cracker up to be *New directions for higher education*, *9* (n.36) 3-9.

The frustrations of college and university presidents reflect a crisis in the idea of academic leadership.

Trudy, Heller. (1982). Women and men as leaders: In business, educational, and social service organizations. New York: Praeger.

Twelve leaders were focus of attention. Parts of book include stereotypes of women and men who lead, differing views of women and men as leaders, and future styles of leadership for men and women.

Turner, H.,E. (1983). The department head - an untapped source of instructional leadership. *National Association of Secondary School Principals*. *Bulletin*, *67*, 25-28

How to rethink the role of department heads and enable them to function effectively as leaders, in order to help building administrators is examined.

Tyack, David and Hansot, Elizabeth. Hard times, hard choices: The case for coherence in public school leadership. *Phi Delta Kappan*, April 1982, 63, 511-15.

A gloomy future for public schooling-education in America is neither desirable nor inevitable, say the authors. A new coherence and a community of committment is possible, but the challenges are formidable. There is perhaps no more important task facing educational leaders than reformulating the purposes of public education.

Tyack, David., & Hansot, Elizabeth. (1982). Managers of virture. Public school leadership in America, 1820-1980. New York: Basic.

The authors view American public education through an examination of its leaders as ordinary people reflecting their heritage as well as the changing ideas and interests. Describes dominant belief systems of the educational leaders of three periods. Provides considerable data about education leaders and the relation between school and society.

Ungson, G.R., Braunstein, D.N., & Hall, P.D. (1981). Managerial information processing: A research review. Adminsitrative Science Quarterly, 26, 116-134.

This paper responds to concerns about the suitability and appropriateness of theories of decision - making behavior in organizations by addressing conceptual and methodological issues grounded on the study of individual cognitive processes.

Vanderpol, M. School administrators under stress. Education Digest, 1981. 47, 29-31.

The job related stress of adminstrators was investigated in this article. Area included in the analysis were: decision-making responsibilities, changes in the law, and the changing role of the administrator. A discussion of possible stress-relieving techniques in included.

Vaughan, George B. and Associates. (1983). Issues for Community college leaders in a new era. San Francisco, Jossey Bass.

Authortative study gives community college administrators and faculty practical, useful advice on how they can act now to revitalize their colleges. Leaders of four-year colleges will also find this book useful for determining how to effectively respond to the major issue and problems facing post-secondary education today.

Vecchio, Robert P. A further test of leadership effects due to between-group variation and within group variation. Journal of Applied Phychology, April, 1982, 67,200-208.

The study of the effects of within-group variation and between-group variation in leader behavior descriptions, attitudinal and performance data were obtained from in-group members and out-group members of 48 four-man groups in a military setting. Results suggested that additional understanding of the affective outcomes of both in-group and out-group members may possibly be gained by a dyadic view of leaderhip. The results for the performance criteria were not encouraging, suggesting that serious problems may exist for the dyadic approach as commonly operationalized.

Vivian, T. P. (1983). The relationship between perceived leadership style, size of school and non-instructional time on teacher job satisfaction (Doctoral dissertation, University of South Carolina, 1983). Dissertation Abstracts International, 44, 1659A.

Eighty-two teachers (randomly selected) completed "instruments" intended to measure job satisfaction, perceived leadership style, as well as non-instructional time. Analysis of data found a significant relationship between teacher job satisfaction and perceived leadership style. No relationship was found to exist between the total scores on job satisfaction and school size or between job satisfaction and non-instructional time.

Unks, G. (1983). The front line: The principal of the thing. High School Journal, 66(6), 61-69.

Virtually every text in school administration defines the principal as the curriculum leader of his school- the mover and shapener of the learning environment. The author sees a different reality where conformity is what is expected and rewarded by superiors. Uniform obedience, standardized curriculm, and schools that run like well-oiled watches are the rule of the day. A realignment of priorities is called for by the author. The hierarchy and the system must work to support the principal.

Walkes, Donald E. (1981). The president as ethical leader on campus. New Directions for High Education, 9 (n.1), 15-27.

One major responsiblility of presidents regarding ethical dilemmas is to understand and help others on campus to understand the differences in perception caused by professional and administrative views of the institution.

Walls, Ada A. (1981). Elementary teachers' perceptions and expectation of their principals' leader behaviors and teachers' perferences for principals as their instructional leaders. Dissertation Abstracts International, 42, 3835A. (University Microfilms No. 8204827, 179).

The purposes of this study were: (1) to determine elementary classroom teachers' rankings of principals as instructional leaders relative to three other instructional leaders: assistant principals, central office supervisors, teacher colelagues; (2) to compare the teachers' preferences for instructional leaders ranked first in terms of selected personal and professional variables; and (3) to futher compare the teachers who preferred and those who did not prefer principals in terms of perceived and expected leader behaviors.

Walter, J.E. Successful program implementation in urban schools. *Educational Leadership*, 1981, *38*(8), 635-38.

Emphases in 16 major city school systems were discussed as to new curriculum developments, supervisory strategies and management techniques. Strong leadership, more authority for principals, and school-based management were among the "common threads" running through these systems.

Wang, W.K.S. (1981). The beginnings of dismantling. *Improving College and University Teaching*, *29*, 115-120.

The ultimate stage is the granting of degree credit based on examinations only. The pressure is on to provide a college education to all those who want it.

Weber, P. (1980). Decision-making as a function of principal's leadership style and staff compatibility. *Dissertation Abstracts International*, *41*, 4929A. (University Microfilms No. 81-11,870).

This experimental study examined how that final decision is affected by the principal's leadership style, the degree of compatibility among staff-members, and the interaction between leadership style and compatibility.

Wedman, J. & Strathem M. (1985). Faculty Development in Technology: A model for higher education. *Educational Technology*. *25*, 15-19.

Faculty development programs which focus on technolgical innovations...are by definition intended to produce change in targeted faculty members.

Welch, John Joseph. The leadership style of the Massachusetts school superintedent (Doctorial dissertation, Boston College, 1982. *Dissertation Abstracts International*, *43*/02A, 335. (University Microfilms No. DE082-15665).

This study analyzed the prevaling leadership style exhibited by a purposeful sample of Massachusetts school superintendents as perceived by administrative subordinates. This sample group of superintendents preferred a style of leadership which emphasizes direction of the task and appropriate socio-economic support--a preferred style implying a high level of influence and persuasion as exercisd by the superintendent.

Wheeless, V.E., Wheeless, L.R. & Howard, R. (1983). An analysis of the contribution of participative decision making and communication with supervisor as predictors of job satisfaction. *Research in Higher Education*. *18*, 145-160.

This article examines the relationships among (1) percived participation in decision making, (2) communication with supervisor, (3) employee characteristics, and (4) employee job satisfaction. Results of testing demonstrate that job satisfaction was strongly related to communication with supervisor. Implications for personnel decisions and employee productivity are discussed.

White, M.C., deSnactis, G., & Crino, M.D. (1981). Achievement, self-confidence, personality traits, and leadership ability: A review of literature on sex differences. *Psychological Reports*, *48*(2), 547-569.

Deficiencies in research, the need for a systematic theoretical framework, and possible trends are discussed.

Williams, L.E. (1983). The impact of collective bargaining on the instructional leadership role of the Newfoundland school principal. Dissertation Abstracts International, 43, 3806A.

Investigated in this research was the impact of collective bargaining on the instructional leadership role of the Newfoundland school principal. Major emphasis of the investigation was to determine the relationship between selected clauses of the Collective Agreement and specific initiatives of principals impacting on a list of critical dimensions of instruction.

Williamson, Susan G. (1981). A study of the leadership role of the unit school principal in Alabama. Dissertation Abstracts International, 42, 4245A. (University Microfilms No. 82-05. 646).

This study examimed the differences between the perceptions of elementary and secondary teachers concerning the leadership behavior of the unit shcool principal. The leadership role was also viewed in terms of teachers' or principals' age, professional experience, or academic experience. The study concluded that leadership behavior is perceived similarly by elementary and secondary teachers. Professional and academic experience did not appear to influence teacher perceptions.

Willower, D.J. (1981). Educational administration: Some philosophical and other considerations. The Journal of Educational Administration, 19(2), pp 115-140.

A paper presented at a conference for lecturers in educational administration in Melbourne in 1981. The author expands on past criticisms of the phenomenological and Marxist perspectives, provides an extensive analysis of the concept of loose coupling and suggests a philosophical alternative to the phenomenological and positivistic positions.

Wood, J.M., & Newman, P.J. (1982). Identifying competencies for successful leadership in education. *Mental Health in Australia*, *1*(9), 22-30.

This article reviews criteria for leadership in education and presents a competency-contingency approach to leadership involving a study of leaders in rural primary schools in New South Wales. For teachers, effective leadership was characterized by consideration for staff; for parents, the top priority was consideration for all organizational members.

Youngs, B.B. (1983). Identifying and developing prospective school leaders. *NASSP Bulletin*, *67*(467), 98-106.

This article posits that developing leadership potential is the responsibility of management (top echelon educational leaders). She offers a model that consists of assessment scales and one-to-one conferences as a method to be used to carry out this responsibility.

Yukl, G.A. *Leadership in organizations*. Prentice Hall ,1981 ISBN 0-13-527176-2.

This is an outstanding comprehensive survey in the field of leadership, obviously intended as a text. The bibliographic references provide a resource of great worth. Highly recommended for students and professionals.

Zaleznik, Abraham. (1981). Managers and leaders: Are they different? *Journal of Nursing Administration*, *11*, p.25-31.

Discusses the differences between managers and leaders in their personality, attitudes towards goals, conceptions of work, relations with others, and senses of self. Also examines the development of leadership and how organizations can develop leaders.